DOCUMENT RESUME

ED 022 404

FL 000 982

A PRACTICAL HANDBOOK FOR IMPLEMENTATION OF FOREIGN LANGUAGE PROGRAMS.

Foreign Language Committee of the California Association for Supervision and Curriculum Development.

Pub Date Aug 67

Note-105p.

EDRS Price MF-$0.50 HC-$4.28

Descriptors-AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, BILINGUALISM, ENGLISH (SECOND LANGUAGE), EVALUATION METHODS, *FLES, INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, LANGUAGE LEARNING LEVELS, LANGUAGE RESEARCH, LANGUAGE TESTS, *MODERN LANGUAGES, PROGRAM COSTS, *SECONDARY SCHOOLS, SPANISH, *STATE CURRICULUM GUIDES, TEACHING TECHNIQUES

Identifiers-California

A handbook for use by curriculum supervisors, teachers, and administrators presents guidelines for the establishment, operation, and evaluation of foreign language programs in California. The first part outlines the state's legal provisions for foreign language study while the second section deals with sources of assistance in language programs. Part Three delineates the aims, techniques, levels and scope of a foreign language program with particular attention to FLES, personnel, instructional materials, audiolingual and audiovisual aids, testing and evaluation, bilingualism, English as a second language, study abroad, language research, and language program costs. Some 15 appendixes contain form letters, administrative forms, student study records, guidelines for equipment utilization and personnel, inservice training films, and sources of financial support. There is a brief general bibliography, and an annotated reference for English as a second language. (DS)

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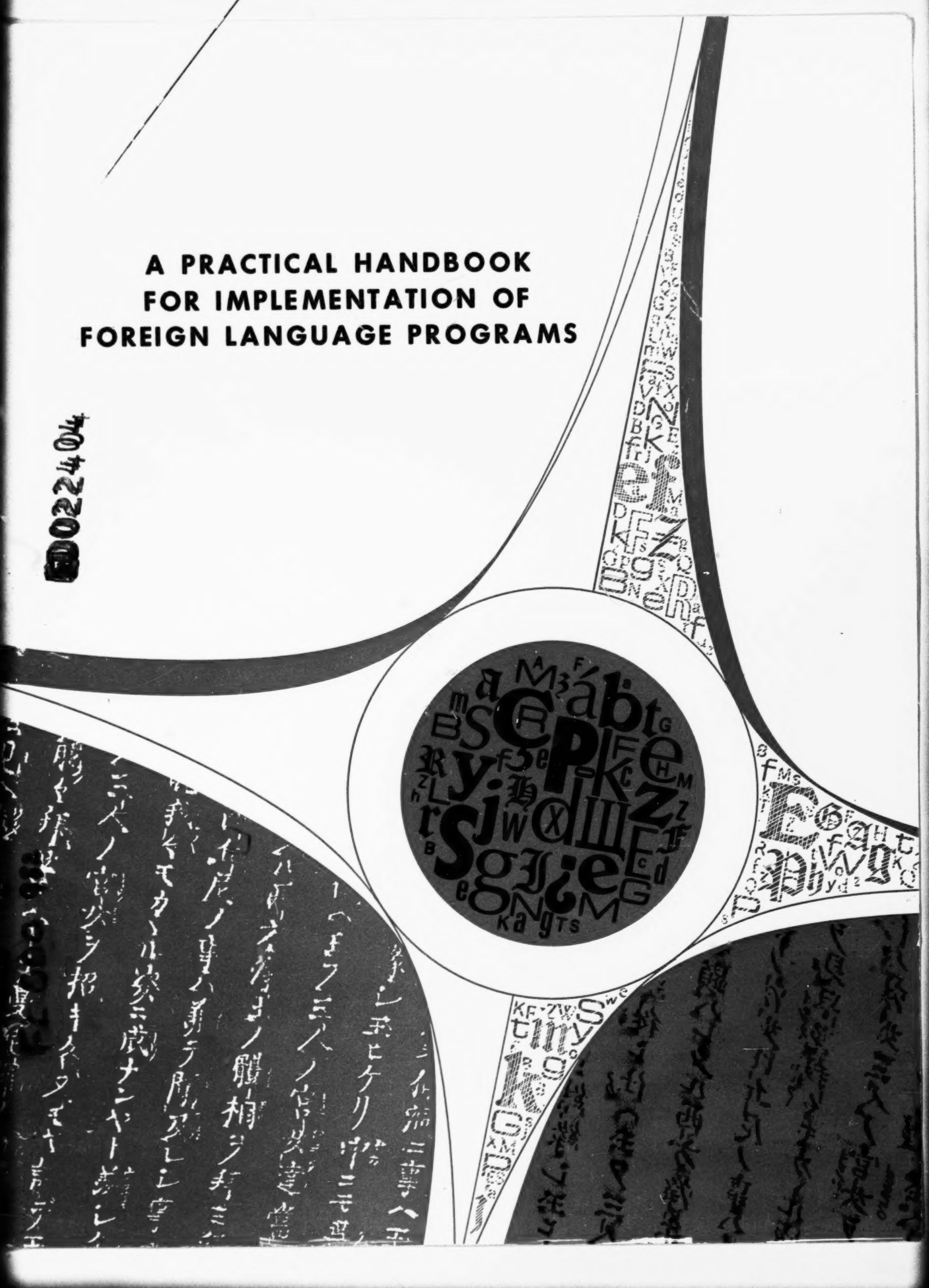

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OFFICE OF EDUCATION

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A PRACTICAL HANDBOOK FOR IMPLEMENTATION OF FOREIGN LANGUAGE PROGRAMS

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ED022404

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FL 000 982

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AUGUST, 1967

INTRODUCTION

This Handbook, compiled by the Foreign Language Committee of the California Association for Supervision and Curriculum Development, presents guidelines for the establishment, operation, and evaluation of foreign language programs. It is intended for use by curriculum supervisors, teachers and administrators. Its content represents a concensus of recommendations by the Committee and reflects current state-wide philosophies and practices in foreign language education.

The teaching of foreign languages in the schools of California has undergone significant changes during the past twenty years. These changes are immediately apparent in the materials and techniques of instruction.

Emphasis today is upon helping students acquire the ability to communicate. Students learn to express their thoughts in speech and writing and to understand what they hear and read. Accurate pronunciation and oral fluency play significant roles, not only because speaking is itself an important skill but also because speaking is the basis for learning to read and to write. As students learn the communication skills, they also gain knowledge about and appreciation for the cultures in which the foreign language is spoken.

The process of learning a foreign language involves the development of a series of new behaviors, new habits. To form these habits—and to overcome native language habits which interfere with the new ones—requires much practice. This means practice in each of the skills—practice in listening, practice in speaking, practice in reading and writing. Because grammatical analysis and translation are not among the basic communication skills, these activities are used only when they contribute to more efficient acquisition of the basic skills. The student is not judged by what he knows *about* the foreign language; rather, he is measured by how well he *uses* it. His major objective is to develop facility in understanding, speaking, reading, and writing—that is, communicating in the foreign language.

All of the suggestions in this Handbook are aimed at helping to establish foreign language programs which contribute to this end. The Foreign Language Committee hopes that these suggestions will be helpful to those educators who are dedicated to the establishment and maintenance of good foreign language programs.

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I. FOREIGN LANGUAGE INSTRUCTION – LEGAL PROVISIONS IN CALIFORNIA[1]

ESSENCE OF THE LEGISLATION		PERTINENT CALIFORNIA EDUCATION CODE, CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, REFERENCES	GENERAL COMMENTS AND RECOMMENDATIONS
Requires instruction	Foreign language required in grades 6–8 in elementary and junior high schools starting July 1, 1965.	E. C. 7604 and E. C. 7700	Though not specified by law, instruction in foreign languages should be given daily. Consideration should be given to an earlier starting point than is required by this law.
Encourages	Encourages governing boards to consider Chinese as one of the FL's in their district. Encourages districts to diversify their FL offerings.	E. C. 7604.5	Districts should offer more than one language. Decision should be based on possibility of continuity, articulation, community needs and desires.
	Encourages establishment of English language centers for instruction of English at all levels of education; to be supported by federal funds.	E. C. 6481	Though this *Education Code* reference does not apply directly to foreign languages *per se*, it may be helpful to those districts in which a large number of the pupils are studying English as a second language.
Allows bilingual instruction	Permits instruction of subject matter in the language of the non-English speaking child while he receives systematic, sequential and regular English instruction simultaneously.	Senate Bill 53 (amends E. C. 71 and 12154)	Purpose is to make it possible for schools to adjust their programs to provide effective bilingual instructional programs where needed.
Allows exemptions	When two or more foreign languages are taught in grades 7 and 8, this fact may be cited by school districts as one of the several reasons for requesting exemptions from having to teach a foreign language in grade 6.	C. A. C., Title 5, Sec. 87.2	

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[1] For information concerning legislation pertaining to foreign language in the elementary school in 29 other states see Donoghue, Mildred, "Some State Codes of FLES," *Modern Language Journal*, Vol. XLIX, No. 6, October, 1965, pp. 358-60.

	ESSENCE OF THE LEGISLATION	PERTINENT CALIFORNIA EDUCATION CODE, CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, REFERENCES	GENERAL COMMENTS AND RECOMMENDATIONS
Allows exemptions (contd.)	Allows exemption of the following categories of pupils from FL instruction: a. mentally retarded b. those whose native tongue is a FL and who are not proficient in the English language c. those having high priority need for remedial reading d. those unable to benefit by such instruction (based on judgment of school principal, teachers, and others familiar with pupil's school work), e.g., a physically handicapped pupil whose physical handicap would interfere seriously with his ability to learn a foreign language; a pupil entering the school after the beginning of the fifth week of a school term if the school from which he came did not give instruction at that grade level in the foreign language.	E. C. 7604 C. A. C., Title 5, Sec. 87.1	Note that school district Governing Boards may make exemptions. a. no comment b. consideration should be given to permit these students to continue the study of their own language and at the same time to receive instruction in the English language c. the pupil is required to take remedial instruction in reading in addition to the instruction in reading required of other pupils in his grade d. this category might include pupils with severe behavioral problems, chronic truants, and pupils with speech and/or hearing defects
	Allows exemption of those enrolled in private courses of FL instruction which are at least equivalent to the FL courses given in the public schools.	E. C. 7511 7512 7513 C. A. C., Title 5, Sec. 87.1 Sec. 87.3	The language taught in the private school need not be the same as the one taught in the public school. The Governing Board must determine equivalency of courses concerned.
	Allows State Board of Education to exempt on an annual basis (from July 1, 1965 to June 30, 1970) any school district, any particular school in a district, or any combination of grades 6, 7, or 8 from the FL requirement.	E. C. 7604.1	Request for exemption must contain: a. the year for which the exemption is sought b. the fact that the exemption is sought with the approval of the Governing Board of the district c. the reasons why the teaching of a foreign language during the school year will constitute an undue hardship for the district d. the plans being made by the district to comply with the requirements of E. C. 7604 concerning the teaching of a foreign language in future years

II. SOURCES OF ASSISTANCE FOR PERSONS PLANNING OR WORKING WITH FOREIGN LANGUAGE PROGRAMS

ORGANIZATIONS, DEPARTMENTS AND PROFESSIONAL JOURNALS	EXAMPLES OF ASSISTANCE PROVIDED
A. National Organizations	
1. Modern Language Association of America (MLA)* 60 Fifth Avenue, New York, N.Y. 10011	1. MLA Selective List of Materials in French, German, Italian, Modern Hebrew, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish. Supplements issued in 1964: French, Italian, Spanish, Portuguese, German, Norwegian, Polish, Russian and Swedish. Project publication of *Foreign Language Annals: A Review of Current Progress in Teaching Foreign Languages*. First issue Oct., 1966. *Foreign Language in the Elementary School: A Second Statement of Policy* (reproduced as Appendix A).
*American Council on the Teaching of Foreign Languages 62 Fifth Avenue, New York, N.Y. 10011	*In the formative stages. To represent teachers of second languages at all levels of education in determining professional destiny. Being co-founded by MLA and NFMLTA (National Federation of Modern Language Teachers of America).
2. United States Office of Education Department of Foreign Languages Washington, D.C. 20025	2. General information, bibliographies, pertinent reference materials produced by the Department, list of foreign language institutes sponsored by NDEA, opportunities abroad for foreign language teachers. Publication of *Source Materials for Secondary School Teachers of Foreign Languages* and of *Source Materials for Elementary School Teachers of Foreign Languages*.
3. Center for Applied Linguistics 1755 Massachusetts Ave., N.W. Washington, D.C. 20036	3. Provides abundant information concerning applied linguistics. Related annotated bibliographies, e.g., "English as a Second Language in Elementary Schools: Background and Test Materials."
4. ERIC, Education Research Information Center, Director of ERIC U.S. Office of Education Washington, D.C. 20202 (see also E below)	4. Nationwide, comprehensive information system designed to serve American education. Central ERIC operates from Washington, D.C., and there are 12 decentralized clearinghouses, each focused on a separate subject-matter area. ERIC clearinghouse on the teaching of foreign languages is the Modern Language Association of American (see 1 above). To provide inexpensively information on reliable, current educational research and research-related materials.
5. Department of Foreign Languages (DFL) National Education Association 1201 Sixteenth Street, N.W. Washington, D.C. 20036	5. General information; packets of material of use to foreign language personnel. *DFL Bulletin* quarterly to members of DFL-NEA.
6. Teaching English to Speakers of Other Languages (TESOL) James Alatis, Executive Secretary Institute of Languages and Linguistics Room 456, Nevils Building Georgetown University Washington, D.C. 20007	6. Annual conferences concerned with teaching English as a second language to students from pre-school through adult education.

ORGANIZATIONS, DEPARTMENTS AND PROFESSIONAL JOURNALS	EXAMPLES OF ASSISTANCE PROVIDED
7. Pan American Union Washington, D. C.	7. Information about the Americas and the work of the Pan American Union.
B. California Agencies or Associations	
1. California State Department of Education Foreign Language Programs 721 Capitol Mall Sacramento, California 95814	1. General service and information on foreign language materials and enrollments. Consultant service regarding foreign languages, NDEA project requests, foreign language institutes, and foreign language organizations.
2. County School Departments (Contact the Consultant or Coordinator of Foreign Languages or the General Consultant)	2. General information. Foreign language meetings. Consultatory service. Information about local professional foreign language associations such as Joint Council of Foreign Language Associations of San Diego, and Foreign Language Association of Santa Clara County, FLES organizations.
3. District Staff (Contact the Consultant or Coordinator of Foreign Languages or the General Consultant)	3. General information. Foreign language meetings. Consultatory service.
4. Foreign Language Associations:	4.
a. Foreign Language Association of Northern California (FLANC) 5120 Dwinelle Hall University of California Berkeley, California 94720	a. General assistance on request. Questions regarding specific languages, instructional methods, materials and policies at elementary, secondary and college levels. FLES organizations may be contacted through these associations.
b. Modern Language Association of Southern California (MLASC) c/o 173 Roycroft, Apt. 3 Long Beach, California 90803	b. Same as 4a above.
c. Tri-County Foreign Language Association Mrs. Carmen Armstrong, President 1830 Berkshire Drive Thousand Oaks, California 91360	c. General assistance on request. Questions regarding specific languages, instructional methods, materials and policies at elementary, secondary, and college levels.
d. California Council of Foreign Language Teachers Association (CCFLTA)	d. Coordinating agency for FLANC and MLASC through which organizations the contact with CCFLTA should be made.
e. Foreign Language Association of Orange County (FLA-OC) Humberto López, Santa Ana High School 520 North Walnut Santa Ana, California 92706	e. Same as 4a above.

ORGANIZATIONS, DEPARTMENTS AND PROFESSIONAL JOURNALS	EXAMPLES OF ASSISTANCE PROVIDED
f. Foreign Language Association of Santa Clara County (FLASC) Karen West, President Willow Glen High School 2001 Cottle Ave., San Jose, Calif. 95125	f. Same as 4a above.
g. Foreign Language Council of San Diego County Robert Landen, San Diego County Schools 6401 Linda Vista Road, San Diego 92111	g. Same as 4a above.
h. Foreign Languages in the Elementary School (FLES)	h. Contact through FLANC or MLASC
C. Foreign Consulates and Embassies (see phone book for nearest locations)	Type and extent of assistance varies with the consulate or embassy involved. Some have audio-visual libraries for public school use, furnish speakers on request, donate educational materials, offer scholarships in the language, etc.
D. Institutions of Higher Learning (Contact head of the Division of Humanities or head of the particular foreign language department; head of teacher training department may also assist)	General information regarding course offerings, teacher training, innovations in foreign language instruction, etc.
E. Television (Contact Educational Television Channel in local area)	Schedule of programs and accompanying materials available.
F. Foreign Language Journals and Bulletins	
1. *The French Review*	1. Professional articles regarding the French Language and the teaching of French.
2. *The German Quarterly*	2. Professional articles regarding the German Language and the teaching of German.
3. *Hispania*	3. Professional articles regarding the Spanish and Portuguese languages and the teaching of Spanish and Portuguese.
4. *The Modern Language Journal* (MLJ)	4. Professional articles regarding the teaching of languages.
5. *PMLA* (Publications of the MLA)	5. Professional articles regarding the teaching of languages.
6. *The Linguistic Reporter*	6. Newsletter of the Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036
7. *MLabstracts* (discontinued, August, 1966) Professor G. Mathieu, Orange State College, Fullerton, California 92631	7. Abstracts of research and articles concerning foreign languages and English. Available from library services; issued from February, 1961 to August, 1966.
8. *Slavic and East European Journal*	8. Professional articles regarding Slavic and East European languages.
9. *Foreign Language Annals*	9. Projected publication by MLA. Review of current progress in teaching foreign languages. First experimental issue October, 1966.

III. FACTS AND OPINIONS CONCERNING THE MAJOR PROBLEM AREAS IN FOREIGN LANGUAGE PROGRAMS

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS[1]
A. Why FL's should be taught	Develop listening, speaking, reading and writing skills. Develop cultural insight. In general, the purposes for teaching foreign languages are the development of insight into other cultures and the development of the specific skills: listening-comprehension, speaking reading and writing. The ultimate goal is to produce a citizenry capable of communicating intelligently with speakers of a foreign language in their native tongue. In specific, a knowledge of a foreign language is practical today not only for the understanding of a people's psychology as it is most directly revealed through that people's language but also for: 1) business opportunities inside and outside our borders, as American business spreads its bases abroad; 2) all ranks in the foreign service, the Peace Corps, and in the military; 3) health and welfare education among the non-speakers of English within our borders; 4) hospital and welfare agency personnel, employment agencies, and educational institutions; 5) science; 6) legal and medical professions; 7) translators from English into the foreign language as well as from the foreign language into English; 8) radio and TV communications—to name but a few of the reasons for learning a foreign language today. "A second language, well learned, helps to make one the master of his communicative habits instead of their slave. Nothing is closer to the prime purpose of American education; nothing is more important for fruitful and happy living in the world of the immediate future." "In educating for the world of today and tomorrow, a world in which the barriers that separate men and nations must be torn down, there is no substitute for involvement with another culture. To learn another language is to acquire the vehicle by which we can overcome our provincialism and cultural	Andersson, Theodore. "FLES[2] and the Conservation of Our Language Resources," *Hispania.* Volume XLVII, No. 3, (September, 1964), pp 593-596. FLES can help to conserve nationally needed language resources. Brooks, Nelson, et al. *Language Instruction: Perspective and Prospectus.* Bulletin of the California State Department of Education, Vol. XXXII, No. 4, Sacramento, California, (November, 1963). General information on instruction of modern foreign languages; policies, program planning, levels of instruction defined, responsibilities of personnel. Donoghue, Mildred. "A Rationale for FLES," *The French Review.* Vol. XXXVIII, No. 4, (February, 1965), pp 523-529. FL's belong in elementary school for educational, sociological, neurological, and psychological reasons (discussed). Hardesty, Richard T. *Translating Foreign Language Into Careers.* Stock No. 134, Publications Section Materials Center, Modern Language Association. Explains need for trained persons in many professions who know how to communicate in another language. Heffernan, Helen. "The National Defense Education Act and the Modern Foreign Languages Program in California Schools," *Reports of Regional Conferences on Improving Modern Foreign Languages in Elementary School.* Sacramento: California State Department of Education, (1962), pp 1-6. Hempel, Val. "Foreign Language Teaching: A National Imperative," *Reports of Regional Conferences on Improving Modern Foreign Languages in Elementary School.* Sacramento: California State Department of Education, (1962), pp 7-13. Presents case studies pointing up national imperative for foreign language ability among Americans and explains clearly why training for such foreign language ability must be begun *early.* Huebener, Theodore. *How to Teach Foreign Language Effectively.* Chicago: University of Chicago, (1965), pp 1-3. FL best medium for introducing student to history, civilization and cultural achievements of foreign people. Since U.S. has assumed political, military, scientific and cultural leadership of western world, FL is imperative for our youth.

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[1] References given here are representative of those available and are not intended to be exhaustive. Bibliography gives additional selected general and specific references.

[2] Foreign Languages in the Elementary Schools.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
A. Why FL's should be taught (contd.)	isolation and achieve an understanding and appreciation of the life of those who before were foreign to us." (Brochure, Foreign Language League Schools, 1966).	______. *Why Johnny Should Learn Foreign Languages.* Philadelphia: Chilton Book Company, (1961), p. 142. Compares FL teaching in U.S. with several other countries. Johnny should learn FL for his personal enrichment, advancement in his career, and his effectiveness as an intelligent American citizen. Johnston, Marjorie C. and Elizabeth Keesee. *Modern Foreign Language and Your Child.* Washington, D.C.: U.S. Office of Education 20036 (1964). MLA, *FLES Packet.* Modern Language Assn., Materials Center, 4 Washington Place, New York, N.Y. 10003 p. 127. Revised March, 1966. Designed to acquaint parents with the improvements being made in school FL programs and to answer some of the questions about how to encourage and guide children's language study. Sixteen items which provide background reading for the teacher or school official interested in rationale and problems of teaching FLES; articles and reports re FLES written since 1954. National Education Association. *Should My Child Study a Foreign Language?* Publication-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. This leaflet raises and discusses some of the questions most commonly asked about foreign language programs in our public schools. Parker, William R. *The National Interest and Foreign Languages. A Discussion Guide and Work Paper.* Washington, D.C.: United States National Commission for UNESCO, (1957), revised edition. Cites international understanding, the armed forces needs, government, business, American society, and international exchange of persons as major reasons for foreign language teaching. Rafferty, Max. "Foreign Language Instruction: The Bootstrap Approach," *Foreign Language News Notes.* Sacramento: California State Department of Education, Vol. III, No. 10, (November, 1965). An address delivered to the California Council of Foreign Language Teachers Associations, San Francisco. " . . . Americans must learn to compete with the Germans and the Swiss and the English in the market places and the forums of the world." Scherer, George A.C. "The Sine Qua Non in FLES," *The German Quarterly.* Vol. XXXVII, No. 4, (November, 1964), pp. 506–515. Gives 13 reasons for FLES. Conditions that ought to prevail before beginning a FLES program.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
B. Grade at which FL instruction should begin	At the elementary grade level after which a continuous program can be assured and for which adequately-trained teachers are available. Because physiological evolution causes the brain to develop the capacity to specialize in the learning of language before the age of ten, language instruction should begin at the earliest elementary grade in which a sound foreign language program can be operable as a meaningful part of the curriculum, 1) with adequately-trained teachers, 2) with adequate and appropriate materials, and 3) with the assurance of a continuous program in subsequent grades. See also Chapter 3 of *Reading in Foreign Language in the Elementary School* edited by Levenson & Kendrick (Mass: Blaisdell Pub. Co., 1967).	Lambert, Wallace E. "Psychological Approaches to the Study of Language, Part I: On Learning, Thinking and Human Abilities," *Modern Language Journal.* Vol. XLVII, No. 2, (February, 1963), pp. 51–62. Psychological approaches re learning, thinking and human abilities and bilingualism related to needed training for language specialists. Libbish, B. (editor). *Advances in the Teaching of Modern Languages.* New York: The MacMillan Co., (1964), pp. 18–24. Discussion of current information relavent to "Age and Language Learning." Penfield, Wilder. "A Consideration of the Neuro-Physiological Mechanisms of Speech and Some Educational Consequences." *Bulletin of the American Academy of Arts and Sciences.* Boston: Academy of Arts and Sciences, (February, 1953). Physiological evolution causes it (the brain) to specialize in the learning of language before the ages of 10–14. _____. "The Uncommitted Cortex–The Child's Changing Brain," *Atlantic Monthly* (July, 1964) Penfield, Wilder, and Lamar Roberts. *Speech and Brain Mechanisms.* Princeton, N.J.: Princeton University Press, (1959). Valdman, Albert (editor). *Trends in Language Teaching.* San Francisco: McGraw-Hill Book Co. 1966, p. 298. Overview of search for progress in FL education since 1958; differing views presented. Re grade at which FL instruction should be begun see especially p. 263.
C. Essentials to consider when planning an FL program	See Appendixes B, p. 37 and E, p. 51 for detailed check lists re 1) establishing and/or planning an FL program, 2) evaluating FL materials. Administrators are responsible for: 1. Working with teachers to design or evaluate the district FL program (See Appendix B). 2. Working with teachers to provide the instructional materials which FL specialists feel are appropriate for the FL program in the district concerned (See Appendix E). 3. Selection and assignment of qualified teachers (See Part III, Section F).	Craig, Ruth. *Supervision of the Foreign Language Program at the Elementary Level.* See Appendix I, p. 65. Expected classroom behavior of FL teacher. Diller, Edward. "Sequences of Growth and Instruction in FLES," *California Journal of Elementary Education,* Vol. XXX, No. 2, pp. 108–120, November 1961. Presents childrens' linguistic growth and development from age 5–17 showing changes in interests, approaches to life, relationships to self, family–variations which must be capitalized on for a successful FL program. Donoghue, Mildred R. "What Research Tells Us About the Effects of FLES," *Hispania.* Volume XLVIII, (September, 1965), pp. 555–558. Discusses effects of FLES on 1) student achievement in basic subject areas; 2) later achievement in high school; 3) on superior or gifted students; 4) on attitudes of elementary school pupils toward foreign-speaking peoples.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
C. Essentials to consider when planning an FL program (contd.)	4. Designing an appropriate in-service program (See Appendix N, as well as county, city and state publications listed in the bibliography and referred to throughout this publication). 5. Continuous evaluation of the FL program (See Part III, Section J). Provision must be made for articulation; good materials; continuous progressive instruction from the grade at which the foreign language is begun through grade 12; qualified teachers; sufficient daily exposure; total support and active involvement of school administrators; adequate financial assistance to support all aspects of the FL program. Special note is made that provision must be made for grouping of students: 1. Preferably by a non-graded foreign language program. 2. If a non-graded program cannot be achieved, grouping should be done: a. within the foreign-language class to provide better for individual differences b. by grouping students on basis of language proficiency, e.g., students going from elementary to junior high or junior high to high school FL classes should probably not all be placed at the same level of instruction c. by modifying the curriculum content in the secondary school to provide classes directed to the needs of the academically oriented student or the native speaker of the language, e.g., scientific reading, literature; and classes for students who are not college bound, e.g., typing, shorthand, business math, in the foreign language	Foreign Language Guides from the following counties: Santa Clara, San Mateo, Los Angeles, Glenn, Monterey, Mendocino, San Diego, Yuba; and city district guides from such districts as Santa Rosa, Petaluma, Watsonville. Levenson, Stanley, "Preparing for FLES– The Study Group Approach," *Modern Language Journal*. Vol. XLIX, No. 2, (February, 1965), pp. 94–97. Lists 20 guidelines for establishing a FLES program; discusses implementation of the program. Merás, Edmond A. *A Language Teacher's Guide*. New York. Harper & Brothers. 1962. pp. 134–138, chpt. 7, "Methodology and Presentation in Relation to Pupil Interest," points up ways in which planning can be achieved to include FL in other curricular areas. Penfield, Wilder. *op. cit.* Scherer, George A. C. *op. cit.* Schmitt, Conrad J. "Foreign Languages in the Elementary School," *Reports of the Working Committees*, Northeast Conference on the Teaching of Foreign Languages. (1964), pp. 3–18. Definition and outline of an ideal program from early elementary grade through grade 12. Seine, Victor and J. Gelms. "Four Keys to Foreign Language Success," *Journal of Secondary Education*. Vol. XLI, No. 2, (February, 1966), pp. 86–88. Success of any elementary-high school foreign language program depends to a large extent upon *smooth* and *continuous transition* of instruction from one level to another. Four most important areas: teaching staff, curriculum, instructional materials, evaluation.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
D. Placing FL in the school schedule	See Appendix C, p. 45, for sample schedules. Consultant service re this and related matters available through Department of Foreign Languages, California State Department of Education, Sacramento.	Allen, Dwight W. and Robert L. Politzer, "Flexible Scheduling and Foreign Language Instructions: A Conference Report," *Modern Language Journal*, Vol. LI, No. 5, (May, 1967), pp. 275–281. Conference report describing an investigation of FL instruction under conditions of flexible scheduling. Discuss problems flexible scheduling *created*, *is solving*, and *has solved*. Nineteen recommendations re flexible scheduling of FL. California State Department of Education. *French and Spanish Guides*, grades 7–12. _____. "Looking Ahe[illegible]in Foreign Language." Gives list of variety of ways districts have "found" time for FLES, e.g., lengthen school day, take time from basic subjects, include as incidental instruction, etc. Calvert, F. Irene. "Primary School French," *Modern Languages*. Vol. XLIV, No. 3, (September, 1963), pp. 111–113. Specialist taught French to 32 children aged 7–9 once a week with regular teacher doing follow-up work other four days. All work was oral. Conclusions: optimum length of lesson 20–30 minutes, class size 20 children, low ability students gained confidence through success in French study. Donoghue, Mildred R. "What Research Tells Us About the Effects of FLES," *Hispania*. Vol. XLVIII, (September, 1965), pp. 555–55[illegible]. Effects of FLES on: 1) student achievement in basic subject areas after addition of FLES–none; 2) FL achievement in high school–positive; 3) superior or gifted student–FLES students performed at better academic level and showed better behavior; 4) attitudes of elementary students toward foreign-speaking peoples– positive toward the language group studied. Georgiades, William & Joan J. Bjelke. "Emerging Patterns of Staff Utilization," Los Angeles County Superintendent of Schools Office, Los Angeles, California. (June, 1965). An evaluative report on student achievement in a 3-period, team-teaching class. _____. "Practical Consideration in Large Group, Small Group, and Independent Study Situations," Los Angeles County Schools Office, (April, 1963). Rationale, organization and assessment of new staffing and teaching patterns in FL instruction. Johnson, Charles, *et al.* "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools," *Modern Language Journal*. Vol. XLV, No. 5, (May, 1961), pp. 200–202. Control group given

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
D. Placing FL in the school schedule (contd.)		regular classes but no foreign language instruction. Experimental group given audio lingual foreign language instruction with time taken from basic subjects (arithmetic, English, language, and reading). Experimental group showed gains equal to or greater than control group in performance on S.R.A. tests in basic subjects. Merás, Edmond A. *op. cit.*
E. Articulation	Establish a well-articulated program by assuring the following: 1. Selection of well-qualified teachers. 2. Vertical and horizontal planning, with equal representation of the elementary and of the high school, for understanding and agreement on level content: that Level IA (grade 6), Level IB (grade 7), and Level IC (grade 8), together equate with the first year of high school instruction in essential content, and that a similarity of material exists between feeder schools and the high school. For additional information regarding "level" see Nelson Brooks, et al., *Language Instruction: Perspective and Prospectus*, Vol. XXXII, No. 4, Sacramento, California: California State Department of Education, (Nov., 1963), p. 14. 3. Consistency of methodology with which the program is implemented. 4. Consideration of problems and procedures for multigrade situations to insure continuity. See "Foreign Language Learning, Experience, Scope and Sequence" suggestions, Appendix D, p. 47. 5. Selection of materials and language consistent with a continuum. 6. Evaluation: development of proper instruments and continuation of intra-level and inter-level evaluation. 7. Policies concerning proper placement of pupils. Students entering junior high or high school FL classes should be placed in classes specifically designed to recognize their FL background. Students entering high school who have not met first year requirements but who have had considerable language training, should not be mixed with beginners. This procedure may cause	Brooks, Nelson. *Language and Language Learning: Theory and Practice.* New York: Harcourt, Brace & World, (1964). Defines levels of language learning. Craig, Ruth Parlé and Wilson. "Modern Foreign Languages in California: New Problems and Their Solutions," *Journal of Secondary Education.* Vol. XXXVII, No. 4, (April, 1962), pp. 220-225. Dellaccio, Carl. "The New Look in Actual Practice," *Hispania.* Vol. XLVI, No. 3, (September, 1963), pp. 600-604. Progress made in Tacoma, Washington, to reach a fully articulated foreign language program, 7-12: staff improvement, adoption of a-1 materials on district-wide basis, experimental FLES from grade 3, etc. Guerra, Emilio L. "The Problem of Articulation Between the Junior and Senior High Schools," *Hispania.* New York: Board of Education, 110 Livingston Street, (September, 1965), Vol. XLVIII, No. 3, pp. 506-510. "Continuity is very important in the study of a foreign language if we are to develop real competency. A four-year sequence is the absolute minimum for an acceptable foreign language course. Six- and ten-year sequences are more desirable. Articulation has a horizontal as well as a vertical dimension. Teachers must know what is happening in language courses that parallel the ones they are teaching as well as in courses that precede and follow them. It is important that there be complete agreement between the junior and senior high school staffs with regard to the content and methodology of the foreign language sequence." Johnson, Charles E. and Joseph S. Flores. "FLES (Foreign Languages Elementary School) Goes to High School," *The National Association of Secondary School Principals.* Vol. XLVI, No. 270, (January, 1962), pp. 283-286. Suggests secondary school teachers study local FLES programs, confer with elementary school teachers, and make plans for a continuous program.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
E. Articulation (contd.)	some difficulties in the initial years for administrators in re scheduling, but it is essential for an educationally sound FL program. 8. Continued orientation of personnel: teachers, administrators, counselors, consultants. 9. Continued orientation of the lay public.	Liaison Committee on Foreign Language. *Foreign Language Articulation in California Schools and Colleges.* California State Department of Education, Sacramento, (1966), p. 18. Recommendations re articulation in California foreign language programs. O'Rourke, Everett V., editor. *French: Listening, Speaking, Reading, Writing.* Bulletin of the California State Department of Education, Vol. XXXI, No. 4, (October, 1962). Sacramento, California. All facets of articulation. ____. *Spanish: Listening, Speaking, Reading, Writing, Grades Seven Through Twelve.* Bulletin of the California State Department of Education, Vol. XXX, No. 4, (May, 1961). Sacramento, California. All facets of articulation. New York State Education Department, Bureau of Secondary Curriculum Development. *Spanish for Secondary Schools.* Albany, New York, (1961). New York State Education Department, Bureau of Secondary Curriculum Development. *French for Secondary Schools.* Albany, New York, (1960). Goals, programs, content and methods of foreign language instruction in four and six year sequences.
F. Personnel	Prerequisites for selection of foreign language teachers: 1. Regular or special foreign language credential. 2. Enthusiasm for language learning; understanding of children and how they learn, i.e., language proficiency is not enough. 3. Acceptable control of the basic language patterns within the course of study used. 4. Demonstrated acceptance of and facility in the use of audio lingual methodology; in-service training specific to the material selected is essential. 5. Knowledge of linguistics as it pertains to language learning in general and to the teaching of the specific materials at hand. Note: Ideally a score of "superior" on the MLA proficiency tests is desirable. (See *Language Teaching,* Robert Lado, pages 8-10. See also Nelson Brooks and others.)	Brooks, Nelson, *et al.* "The Ideal Preparation of FL Teachers," *Modern Language Journal,* (February, 1966). A discussion of the elements of a new ideal discipline under which the education of FL teachers would take place. Grew, James H. "Toward Better Classroom Teaching," *Modern Language Journal.* Vol. XLVIII, No. 2 (February, 1964), pp. 83-88. "Do's" and "don'ts" for fledgling teachers, department heads, master teachers, and supervisors regarding FL instruction. Horvay, Frank D. "Television in the Service of FLES Teacher Training," Heidelberg College, Tiffin, Ohio, (December, 1965), p. 5. Results of a two-year project at Illinois State University; 1) to teach Spanish via closed circuit television more effectively by placing Resource Person Trainees (RPT) in the classrooms during and after telecasts; 2) to demonstrate that elementary school teachers who were trained as resource persons in a single foreign language could effectively assist audio visual media, such as films and television, in teaching Spanish at three grade levels: 3, 4 and 5.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
F. Personnel (contd.)	At the present time, however, the above criterion (No. 3) appears to be a realistic solution because of the lack of thoroughly qualified language teachers.	Kelly, Vincent P. "The Current Situation in the Teaching of Spanish in Indiana Public High Schools," *Modern Language Journal.* Vol. XLIX, No. 7, (November, 1965), pp. 421-425. Data from questionnaires about personal traits, teaching situations and professional preparation of 231 respondents. Rank-order listing of courses which tend to form a common area of professional experience. Among recommendations: foreign language departments reassess their roles in preparing teachers; cooperate actively with education departments to provide more realistic curricula for teachers. Junior-year and/or graduate study abroad should be part of a five-year training program. The need for qualified teachers could be partly alleviated by cooperative scheduling of neighboring school districts, thus permitting trained teachers to carry a full load of Spanish courses. Lipton, Gladys C. "Welcome to FLES," *French Review.* Vol. XXXVIII, No. 2, (December, 1964), pp. 229-232. FLES teacher must have same fluency and facility in foreign language as secondary and college teachers. Describes three types of training programs for FLES teachers. McAllister, A. T. "The Preparation of College Teachers of MFL's," *PMLA*, (May, 1964), p. 15. Report of a conference on the subject with recommendation for strengthening programs to prepare future teachers. Paquette, F. Andre. "Guidelines for Teacher Education Programs in Modern Foreign Languages–An Exposition," *Modern Language Journal*, Vol. L, No. 6, (October, 1966), p. 324. History of MFL teacher preparation; results of MLA teacher preparation study; guidelines for MFL teacher education. Pillet, Roger. "French with Slides and Tapes," *Elementary School Journal.* Vol. LXV, No. 2, (November, 1964), pp. 87-91. Non-specialist elementary school teachers can use audio-visual materials as core of foreign language instruction, but support of a qualified resource teacher is crucial to success of foreign language program. Sister Ruth Adelaide, S.C. "FLES Specialist Teacher Program," *Modern Language Journal*, Vol. L, No. 7, (November, 1966), pp. 492-493. Detailed description of program for training of FLES specialists; meets all professional requirements.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
F. Personnel (contd.)		Vocolo, Joseph M. and Douglas C. Sheppard. "High-School-College Intervisitation: Report of an Experiment and Recommendations for Similar Projects," *Modern Language Journal*, Vol. L, No. 7, (November, 1966), pp. 474-478. Development and results of intervisitation of MFL teachers and administrators at State University of New York and Bennett High School, Buffalo. Walsh, Donald D. "The Preparation of Modern Foreign Language Teachers," *Modern Language Journal.* Vol. LXVIII, No. 6, (October, 1964), pp. 352-356. Results of survey of preparation and of responsibilities of foreign language teachers in public and non-public schools in 33 states and Washington, D.C.
G. Materials	1. Before adoption of foreign language materials, it is essential that a survey be made to assess the language proficiency of the teachers, which in turn, will be a determining factor in selecting appropriate instructional materials. 2. The teacher with limited language proficiency is especially in need of visual and recorded materials that are easily manipulated and do not require teacher modeling of the basic language patterns to be taught. Note: Although desirable, FLES materials need not be pre-determined by adoptions at the secondary level. At the elementary level, commercial articulation is not as important as teacher ability to manipulate the FLES materials. Selection of FLES materials, therefore, should depend primarily on teacher preparation. Should the teacher have the desired proficiency in the language and methodology, commercial articulation (integrated text series) is recommended.	Baker, Robert A. "A-LM: An Appraisal," *German Quarterly*. Vol. XXXVIII, No. 1, (January, 1965), pp. 56-62. Advantages: authentic accent, efficiency of adminstration, reduction of dropouts. Disadvantages: accuracy of meaning, retardation of learning, emphasis on drill, usefulness of language lab. Bruno, Josephine R. and Symour O. Simches. "A Psycholinguistic Rationale for FLES," *French Review.* (May, 1962), pp. 583-586. Three requirements for a good FLES program: qualified teachers, continuity, and linguistic and psycholinguistic rationale. Thus, the dialogue is shown to be a sound FLES method since it takes habit formation into account and provides for mastery of sound system and structure of a language. California State Department of Education, Office of Foreign Language Programs. Selected list of French, German and Spanish Instructional Materials–Grades Six, Seven, and Eight. (Fall, 1965). Annotated listing of materials, their sources, and their components.

PROGRAM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
G. Materials (contd.)	3. Because of the extensive interrelationship of Level I and Level II materials, Level I and II courses designed for secondary schools should be of the same series (by the same publisher). 4. Whatever the material selected, an in-service education program specific to the adoptions should be an integral part of the district's foreign language program. See Appendix D for suggested scope and sequence of content of materials at various language levels. See Appendix E for criteria for evaluation of foreign language materials. The Committee which prepared this *Handbook* is currently (Fall, 1967) in the process of evaluating the majority of the foreign language materials commercially available. This evaluation will be based on the criteria which forms Appendix E in this *Handbook*. Estimated completion date for the evaluations is Spring, 1968.	City and County Guides: Glenn County. *Foreign Language Guide* (1965). Long Beach City Schools. *Foreign Language Guide* (1964). Mendocino County. *Foreign Language Guide* (1965). Monterey County. *Foreign Language Guide* (1965). San Diego County. *Foreign Language Instructional Guide* (1966) Santa Barbara County. *Foreign Language Briefs* (1965) Santa Clara County. *Foreign Language Guide* (1965). Yuba County. *Foreign Language Guide* (1964) MLA Foreign Language Research Center, 70 Fifth Avenue, New York: *MLA Selective List of Materials*. For use by teachers of modern foreign languages in elementary and secondary schools. Lists foreign language materials, indicates grade level for which they are best suited, evaluates them. Last issue 1964. Sacks, Norman P. "Some Aspects of the Application of Linguistics to the Teaching of Modern Foreign Languages," *Modern Language Journal*. Vol. XLVIII, No. 1, (January, 1964), pp. 7-17. Compares the treatment of a problem in a structurally or linguistically oriented text. Uses French, Spanish, and German as a frame of reference. U.S. Department of Health, Education and Welfare. *Source Materials for Secondary School Teachers of Foreign Languages*, OE 27001-C Circular No. 788. Annotated listing of materials available, *e.g.*, audio-visual aids, course outlines and guides, cultural aids from travel and information services, English as a foreign language, evaluation and testing, etc.
H. Equipment which should be used in FL instruction	Elementary School: 1. Electro-mechanical aids as required by material used. 2. Assigned on basis of one per classroom. 3. Assigned to FL teacher for exclusive use in FL program. 4. Provisions for proper maintenance.	Crossman, David M. "The Acquisition of a Language Laboratory: Circa, 1966," *Audiovisual Instruction*, (October, 1966) pp. 632–636. Guideline for purchase of language lab equipment. Golub, Edward and Jerrold Eisenberg. "A Maintenance Program for Language Laboratories." *Audiovisual Instruction*, (October, 1966), pp. 637–638. Daily and weekly maintenance programs. Check list of materials needed. Harrell, Dolly D. "The Language Teacher's Little Black Bag," *Audiovisual Instruction*, (October, 1966), pp. 627–631. Presents many versatile resources for the FL teacher.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
H. Equipment which should be used in FL instruction (contd.)	Secondary School: 1. Language lab with extra student positions should be provided in the event of a mechanical failure. See Appendix F, p. 55, for definition of various lab types, scheduling and recommendations re specific equipment preferred at various grade levels. 2. Foot pedals for self-pacing in lab. 3. Sufficient funds for tapes, splicing equipment, repairs, tape duplicating service.	Hocking, Elton. *Language Laboratories and Language Learning.* (1964), p. 212. Department of Audiovisual Instruction, Monograph No. 2, NEA, 1201 16th Street, N.W., Washington, D.C. 20036. Shows how developing advances in electronics can best help foreign language teaching. Hutchinson, Joseph C. "The Language Laboratory: Equipment and Utilization," *Trends in Language Teaching* (editor Albert Valdman). McGraw-Hill Book Company (1966), pp. 215–233. Overview of use and misuse of language labs. Predictions of labs in 1971. Krones, Robert, *et al.* "On the Use of Low-Frequency Tones for Marking Language Lab Tapes," *Language Learning.* Vol. XIV, No.'s 1 and 2 (1964), pp. 51–54. Forty cycle tone inserted at end of each lesson proves more accurate and foolproof than conventional methods of marking tapes. May be detected aurally, visually, or electronically. Mathieu, Gustave. "Pause Control: A Device for Self-Pacing in the Language Lab," *Audiovisual Instruction.* (June, 1964), p. 352. Foot control should be used by every student in a lab so that he can adjust the pause to his individual needs. Mueller, Klaus A. and William Wiersma. "The Effects of Language Laboratory Type Upon Cultural Orientation Scores of Foreign Language Students," *Modern Language Journal,* Vol. LI, No. 5, (May, 1967), pp. 258–263. Compared students in freshmen year college level Spanish, French and German in re the effect of using recording vs. non-recording labs on the students' cultural orientation scores, i.e., student sympathy with foreign people, their government, acceptance of their ethos. Concluded that students working in non-recording labs seemed more favorably disposed toward the foreign country and foreigners. Neidt, Charles O. and Dalva E. Hedlund. "Student Reaction to High School Language Lab Activities," *Modern Language Journal.* Vol. XLIX, No. 8, (December, 1965), pp. 471–475. Different language lab activities may be more effective for teaching different languages at different levels of difficulty. Instructor should explain purpose of each activity. Stack, Edward M. "Labs–The Effectiveness Controversy," *Modern Language Journal.* Vol. LXVIII, No. 4, (April, 1964), pp. 189–194. Contrast of two reports on language lab effectiveness: Keeting report which Stack says is a negativistic and technically poor study, and the New York City study done by the Bureau of Audiovisual Instruction, according to Stack, a well-done study.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
I. Use of TV in FL instruction	1. For success in use of televised FL programs the teacher should do the following: a. precede the program with a warm-up b. participate in the drills with the class during the telecast c. show his own warm enthusiasm d. place TV set/s in spot/s visible to entire class e. make sure the TV is in good condition and that reception is clear f. use the teachers' manual and have related materials for the lesson at hand (tapes, discs, visuals) g. give follow-up instruction h. participate in in-service training re use of TV and proficiency in the language 2. If TV is to be used in FL program, the district should develop a policy statement supporting its use in the instructional program. 3. *The best available TV program in a designated language should be selected for county-wide telecasting. Such programs should:* a. reflect the philosophy and goals of the audio-lingual approach, avoiding the use of English as much as possible and shunning word-for-word translation. The speech should be natural in speed and intonation b. cover many (or all) of the "Structural Items for mastery" listed for Level I of the language. The degree of coverage to be anticipated would depend on the number of elementary grade levels served by the program	Foreign Language Association of Santa Clara County, Santa Clara County School Department, San Jose, California. *Guidelines for Foreign Language Programs*, (revised edition, 1965). Reviews programs available, lists grade level for which they seem best suited, etc. Modern Language Association of America. "An Exploratory Survey of Foreign Language Teaching by Television in the United States," reprinted from *Reports of Surveys and Studies in the Teaching of Modern Foreign Languages*, MLA, November, 1961. Assesses extent, strengths and weaknesses of classroom learning of foreign language through television. Moskowitz, Gertrude. "TV Versus Classroom Instruction in FL: A Study of Elementary School Children's Attitudes," *Journal of Experimental Education*. Vol. XXXIII, No. 2, (Winter, 1964), pp. 175–181. Children gained negative attitudes toward FL when taught by TV as opposed to live instruction. Mueller, Theodore H. "Some Inferences About an Intensified Oral Approach to the Teaching of French Based on a Study of Course Dropouts," *Modern Language Journal*. Vol. XLVIII, No. 2, (February, 1964), pp. 91–94. Students taught FL via TV exclusively often became FL drop-outs if their training in oral perception and memory work was poor. Experienced much trouble with learning exclusively by ear. Randall, Earle S. "The Use of Television in Teaching FLES," *DFL Bulletin*. Vol. IV, No. 1, (February, 1965), pp. 1–2. In re *Parlons Français*, the program is effective if the classroom teacher is interested and conducts careful follow-up practice. In re the *Illinois* study: Girls did significantly better work than boys, children with high IQ's achieved significantly higher scores, the the addition of FL to the school day with accompanying shortening of basic subject instructional time had no significant effect on achievement in those subjects, and control groups taught by native specialists as opposed to classes taught by regular teacher using specially prepared materials showed test score differences not significant statistically at end of first year, significant at end of second year, and significant in speaking and writing–not listening or reading comprehension–at end of

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
I. Use of TV in FL instruction (contd.)	c. provide telecast materials appropriate for the age level d. be technically excellent and attractive, and designed to provide considerable variety and frequent change-of-pace in each lesson's activities in order to hold the interest of students. It should also include enough repetition of items (review and reteaching) that the average student can master them	third year. In re the *Denver-Stanford* project, results for an ideal TV FLES course were: basic instruction by TV; teacher-directed instruction by the eclectic method; electronic aids with feedback; parent help at home; reading and writing instruction to begin in second year; on-going in-service teacher training program. Schramm, Wilbur. "What We Know About Learning from Instructional TV," *ETV, The Next Ten Years.* (1962), p. 53. Stanford University's Institute for Communication Research (Wilbur Schramm, Director) analyzed 393 studies in which ETV was compared with conventional classroom teaching in various subject-matter areas: 65% showed no statistically significant difference between the two 21% found significantly greater achievement by TV-instructed classes 14% reported conventionally taught classes significantly superior Eighty-four of these studies involved "language skills" which we may assume included foreign language skills, 60 dealing with grades 3–6, 11 with grades 10–12, and 13 with college classes. Yuba County School Department. "Structural Items for Mastery," *Guidelines to the Teaching of a Foreign Language.* (1964).
J. Evaluation of student, teacher, program	See Appendixes B, G, H and I for detailed procedures for evaluation and supervision. 1. Test only what has been taught, i.e., during initial audio-lingual period of instruction test only audio and lingual skills. 2. Insofar as possible, test the skills separately as well as in conjunction with each other. 3. Maintain records of formal and informal test results to allow frequent reorganization of instructional groups to provide for individual differences.	Banathy, Bela, *et al.* "The Common Concepts Foreign Language Test," *Modern Language Journal,* Vol. XLVI, No. 8, (December, 1962), pp. 363–365. Test to evaluate FL achievement using audio lingual method. Available in Spanish, German, French, and English. DuFort, Mary R. *Foreign Language Attitude Scale.* 20 Echo Lane, Piedmont, California 94618. (1964). For grades 3–8. Duhon, Dorothy and Leonard Brisley. *Evaluation Criteria for Modern Foreign Language Teaching.* Colorado State Department of Education, State Office Building, Denver, Colorado 80203, (June, 1964). How to evaluate a FL teacher who uses modern materials and methods. Based on teacher action, student reaction, environmental factors. Factors recorded on a checklist.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEY
J. Evaluation of student, teacher, program (contd.)	4. Administer intra- as well as inter-level testing, e.g., at end of elementary school and junior high. Test proficiency of students specifically in each of the four skills for correct placement at junior and senior high levels respectively. The sending school should administer the testing. Test scores on the four skills should be used per se and not added together for an "overall" score since they lose their meaning and usefulness when this action is taken. See Appendixes G and H, pp. 57-64, for preparation of tests in re the different skills. 5. As far as specific test of FL skills and knowledge are concerned, the following are examples of examinations prepared by various foreign language groups: *AATF National French Examination*. Levels I, II, III, IV. Contest Secretary: James W. Glennen, Director, National French Contest, Wisconsin State College, River Falls, Wisconsin 54022. *AATG National German Contests for High School Students*. Levels II, III, IV. Contest Secretary: Karl S. Weimer, Brown University, Providence, Rhode Island 02912. *AATSP National Spanish Examinations*. Levels II, III, IV. Contest Chairman: Harry T. Charly, 1810 Chadbourne Avenue, Madison, Wisconsin 53705. Some examples of commercially prepared FL tests are as follows: *Common Concepts Foreign Language Test* (English, Spanish, French, and German). Level I, California Test Bureau, Del Monte Research Park, Monterey, California 93940. *MLA-ETS*. (French, German, Russian and Spanish). Educational Testing Service, 1947 Center Street, Berkeley, California 94704. *Inter-Level Test for Levels I and IA*. FLES, Sacramento County Superintendent of Schools Office, 6011 Folsom Boulevard, Sacramento California 95819. Level I available in French and Spanish* Level IA available in French, German and Spanish.* *Copyright 1965-66 by Ruth Parlé Craig.	Green, Jerald R. "Supervision in the Foreign Language Classroom: Guidelines for the Department Chairman," *Modern Language Journal*. Vol. XLVII, No. 8, (December, 1963), pp. 366-368. Tentative checklist of 50 publicly observable classroom and lab activities which will assist the department chairman in his supervisory duties in an audio lingual classroom. Hok, Ruth. "Testing Teacher Trainees by Means of Closed-Circuit TV and MLA Film No. 5," *Language Learning*. Vol. XIV, No. 1, (December, 1964), pp. 55-59. Tests students' grasp of theory and its classroom application. Sample test questions included. Huebener, Theodore, *op. cit.* Lado, Robert. *Language Testing*. New York: McGraw-Hill, (1964). Covers all aspects. Modern Language Association of America. "MLA Cooperative Foreign Language Tests: French, German, Italian, Russian, Spanish," available through Educational Testing Service, 1947 Center Street, Berkeley, California 94704. Provides separate measures of skills in listening, speaking, reading, and writing in two levels of achievement. Lower level forms LA and LB for administering after one to two full years of study in secondary school or one to two semesters of study in college, and higher level forms MA and MB for use after three to four years of secondary school foreign language or three to four semesters of foreign language study in college. Modern Language Association of America. "MLA Foreign Language Proficiency Tests." Seven parts. Administered periodically at specified places throughout California as partial fulfillment of requirement for special credential for FL teaching. _____. *Standards for Teacher-Education Programs in Modern Foreign Languages*. Part II. (September, 1964). Addressed to state departments responsible for certification of teachers and to institutions that prepare elementary and secondary school teachers of modern FL/s. Identifies and clarifies acceptable standards of preparation. Pimsleur, Paul. "Testing Foreign Language Learning," *Trends in Language Teaching* (editor Albert Valdman). McGraw-Hill Book Company (1966), pp. 175-214. Describes development of tests of FL aptitude, listening comprehension, speaking proficiency, reading comprehension.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
J. Evaluation of student teacher, program (contd.)	*Modern Foreign Language Proficiency Tests.* Paul Pimsleur, New York: Harcourt, Brace and World (1966). Tests of student proficiency in French, Spanish and German. One person should be given the responsibility of heading the FL program. Work toward an ungraded FL program to provide best for individual differences.	Valette, Rebecca. *Foreign Language Tests: A Handbook for the Classroom Teacher.* New York: Harcourt, Brace and World College Department (1966). Measurement theory with direct application to the classroom. Examples in French, German, Spanish. Special section on testing of literature.
K. Grading students in FL	1. The four skills should be graded separately and a separate grade given for related work, i.e., cultural knowledge if so desired. 2. Each grade should be defined specifically, e.g., A = native speed and pronunciation, immediate response, appropriate, accurate, well constructed, etc. See Appendix H, p. 63, for Evaluation Scale. 3. Giving conventional grades is generally accepted as a standard procedure in junior and senior high school classes, but opinions differ as to whether this should be done in elementary school situations. Proponents of conventional grades for foreign language students insist that: a. since foreign language is now a part of the elementary school curriculum, teachers ought to assign grades in that subject by the same standards they use to evaluate student progress in other areas b. conventional grades are universally accepted as standards for placing students in subsequent classes in the same subject Those who oppose conventional grading practices for foreign language classes offer the following arguments: a. if no grades are given, the student can concentrate on course content, instead of worrying about what grade he is going to receive b. a low grade tends to destroy student interest and present motivational problems	Brooks, Nelson, *op. cit.* O'Rourke, Everett V., *op. cit.*

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
K. Grading Students in FL (contd.)	c. a teacher with limited control in a foreign language feels inadequate for giving letter grades d. in foreign language classes, particularly at beginning levels, a simple "satisfactory" or "unsatisfactory" grade serves the purpose for future placement e. traveling foreign language specialists in elementary schools, faced with large numbers of students daily, cannot evaluate all students accurately enough to assign letter grades with fairness f. in high schools (where foreign language is not a mandatory subject for all students), the program's holding power is impaired by use of the conventional grading system, not only among slower students, who are pressured by the system, but also among college-bound students who want to take no chances of jeopardizing their grade-point averages g. in schools where students are grouped homogeneously, it is difficult to equate a given letter grade in a slow moving class with the same letter grade in a class of faster moving students	
L. Predictors of FL success and of causes of under-achievement	Standard school procedures, e.g., standardized tests, IQ scores, etc., of screening youngsters for potential performance are not reliable predictors of FL success. *EXPERIENCE WITHIN THE FL IS THE BEST PREDICTOR.* The following items should also be checked: 1. Attitude of the student towards the culture and the people who speak the target language. 2. Desire and interest in learning a second language. 3. Auditory acuity. 4. Musical and language ability have a significantly high positive correlation. 5. Control of the speech modifiers, e.g., the tongue, lips, soft pallet, etc.	Blickenstaff, Channing B. "Musical Talents and Foreign Language Learning Ability," *Modern Language Journal.* Vol. XLVII, No. 8, (December, 1963), pp. 359-363. Review of research regarding relationship of proficiency in the six *Seashore Measures of Musical Talents* and FL learning ability. Pitch discrimination is positively and independently related to audio comprehension of French and Spanish. Cloos, Robert I. "A Comparative Study of 14 Predictors of Success in the A-L Approach to First Year German at the High School Level." Unpublished Doctoral dissertation, Rutgers State University, New Jersey, (1964), p. 105. Modern Language Association Cooperative FL Test: German–Language Arts Form gave highest correlation. Kangas, Ronald D. and Frank B. Kellogg. "Factors Relating to Success in 7th Grade Foreign Language Study," *Modern Language Journal.* Vol. XLIX, No. 2 (February, 1965), pp. 97-98. Achievement on Iowa Test of Basic Skills–language correlates more highly with final grades in 7th grade FL (Spanish, German, French) than IQ as measured by Lorge-Thorndike-Verbal. Achievement and aptitude seem to parallel each other. Weaker students tend toward taking Spanish.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
L. Predictors		Leutenegger, Ralph R., *et al.* "Auditory Factors in Foreign Language Acquisition," *Modern Language Journal.* Vol. XLIX, No. 1, (January, 1965), pp. 22-31. 1. French students scored higher than Spanish on 8 of 15 variables. 2. Females scored significantly higher than males on 7 of 15 variables. 3. Seashore tonal memory and total reading score were only significant variables in predicting FL acquisition. Pimsleur, Paul, *et al. Under-Achievement in Foreign Language Learning.* Ohio State University, Columbus, Ohio, (April, 1963). Under-achievement affects 10-20 per cent of the FL students. Two principal causes are lack of coordination of schools' FL programs and lack of auditory ability in some students. Data presented re other factors which affect achievement. (Available from MLA for 50¢). Pimsleur, Paul. *The Pimsleur Tests.* Harcourt, Brace and World, New York, New York 10003. *The Language Aptitude Battery* is designed for students in grades 6 through 12 who are contemplating the learning of a second language. It is intended, first, to predict student success in foreign language learning. The second application of the Aptitude Battery is in diagnosing language study problems of individual students. Sister Marie Gabrielle. "The Relationship Between French Silent Reading and the Two Factors, Mental Ability and English Silent Reading at a Fourth Grade Level for Lingual, Sex, and Mental-Ability Groups." Doctoral dissertation, Graduate Department, School of Education, Fordham University, (1964). Microfilmed, Ann Arbor, Michigan. Mental ability and reading proficiency not adequate screening devices for success in French. Lingual grouping by sex should be considered when setting up a FL program.
M. Instructional approach to be used in FL	1. The ultimate goal of foreign language instruction is to produce a citizenry capable of communicating intelligently in a foreign language. The instructional approach to implement this goal develops facility in the communication skills, i.e., listening, speaking, reading and writing. 2. The approach should be audio lingual. In the audio lingual approach listening and speaking are emphasized and are the basis for learning to read and write, i.e., reading and writing are not excluded. a. In the beginning levels the emphasis should be to develop language patterns rather than extensive vocabulary.	Adams, Lillian S. "Audio Lingual? Yes, But Let's Think," *French Review.* Vol. XXXVIII, No. 2, (December, 1964), pp. 233-236. Repetition is not enough. Solution: Keep work in meaningful context, use form utterances sparingly, require responses showing selection and variation, use student's mastery of English. Andersson, Theodore. (From a speech given in Alameda County, California, March 25, 1966). "The frequency with which an item is practiced per se is not as crucial as the frequency with which it is contrasted with other items with which it may be confused. Thus, the learning of items in 'pattern practice' drills would be improved if instead of simple repetition there is a constant alternation among varied patterns.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
M. Instructional approach to be used in FL (contd.)	b. To learn the patterns of the foreign language, ample opportunity must be provided to practice them systematically in each skill. c. The language patterns learned in practice activities (basic dialogs, pattern practice, drills through games, etc.) *must* be applied in practical situations. Such application of use of the basic patterns cannot be over-emphasized. See also Chapter 4 of *Reading in Foreign Languages for the Elementary School*, edited by Stanley Levenson and William Kendrick (Mass.: Blaisdell Publishing Company, 1967) for an overview of research in the field of FL acquisition.	"The more meaningful the material to be learned, the greater is the facility in learning and retention. The audio lingual habit theory tends to play down meaningfulness in favor of producing automaticity. "Other things being equal, materials presented visually are more easily learned than comparable materials presented aurally. An adequate theory of language learning should take account of how the student handles visual counterparts of the auditory elements he is learning, and help to prescribe the optimal utilization of these counterparts, such as printed words, etc. "In learning a skill, it is often the case that conscious attention to the critical features of the skill and understanding of them will facilitate learning. This principle is largely ignored by the audio lingual habit theory; it is recognized by the cognitive code-learning theory. It would imply for example that in teaching pronunciation, explanation of necessary articulatory movements would be helpful." Arrellano, Sonya I. "Reading Spanish in the Grades," *Hispania*, Vol. L, No. 2, (May, 1967), pp. 335-338. Finds that in most 4th grade groups, reading may be introduced successfully and without adverse effects upon speech habits after some 35 hours of exclusively audio lingual work. Brooks, Nelson. "Language Learning: The New Approach," *Phi-Delta Kappan*, (March, 1966), pp. 357-359. Contrasts traditional with the audio lingual approach to second-language learning. California State Department of Education has published results of Research Study D-177 which was conducted statewide (1964), to determine the success each of 3 approaches to FL instruction in grade 6 had in achieving its *own* specific objectives: TV, programmed instruction and materials designed to be taught by the classroom teacher. Major finding was that none of the materials had objectives stated in measurable, behavioral terms. Finocchiaro, Mary. "How Language Skills Are Developed," *Teaching Children Foreign Languages*. New York: McGraw-Hill Book Company, (1964), pp. 58-94. Sequence of development with examples of suitable activities. Hawley, D. C. "In Search of a Synthesis," *Modern Language Journal*. Vol. XLIX, No. 1, (January, 1965), pp. 19-21. Weighs criticisms of audio lingual method to furnish a basis for synthesis.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
M. Instructional approach to be used in FL (contd.)		Hok, Ruth. "Oral Exercises: Their Type and Form," *Modern Language Journal*. Vol. XLVIII, No. 4, (April, 1964), pp. 222–226. Classified into five types and five forms. Ingram, Elisabeth. "Age and Language Learning," *Advances in the Teaching of Modern Languages*. Vol. 1, B. Libbish, London: Pergamon Press and New York: Macmillan Company, (1964), pp. 18–24. Learning methods should vary with age of learner. Illustrations with 6, 12, and 20 year old FL learners. MacRae, Margit. *Teaching Spanish in the Grades*. pp. 100–129. Boston: Houghton Mifflin Company, (1957). Thorough presentation of how to teach Spanish in a FLES program. Audio lingual. Asserts that repetition with attention is the key to fluency and includes many songs and games to be used to accomplish that end. Mathieu, Gustave. "Pitfalls of Pattern Practice," *Modern Language Journal*. Vol. XLVIII, No. 1, (January, 1964), pp. 20–24. Lists thirty steps to insure proper pattern learning. Newmark, Gerald and Edward Diller. "Emphasizing the Audio in the Audio Lingual Approach," *Modern Language Journal*, Vol. XLVIII, No. 2, pp. 18–20, (January, 1964). Stresses importance of a strictly audio training period for students of FL. Listening comprehension should be taught as a skill in its own right. O'Rourke, Everett V. *French: Listening, Speaking, Reading, Writing*. California State Department of Education, Vol. XXXI, No. 4, (1962), pp. 4–23, 44–95. Use the natural order of speech acquisition, i.e., train the ear and then the speech organs. Importance of attention to pronunciation and intonation. How to present a dialog. Use of picture cues. Development of all skills levels I–VI. Politzer, Robert L. (From a speech given in Alameda County, California, September 25, 1965.) "The optimal way of practicing grammatical patterns seems to be to give the student a very short exposure to a pattern, to a point where his curiosity is aroused, and then to introduce an explanation, so that the student understands and knows what he is practicing. Practicing with explanation seems to have greater transfer value so that the student can use the pattern for himself. It's much better that he has practiced something that he has understood than if he has practiced something that he has not understood. This, I know, goes contrary to some of the things that are being said about language teaching. Nevertheless, experimentation seems to show this.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
M. Instructional approach to be used in FL (contd.)		"It also seems to show that the age level at which this kind of approach begins to come into play and begins to be superior is somewhere around the sixth or seventh grades. "A student of mine did a doctoral dissertation on the presentation of Spanish patterns in the sixth grade. She found that the group in which grammatical explanation was given very briefly before the pattern practice did perform better in terms of transferring the pattern than the group in which these explanations had not been given and in which that amount of time had been used simply for memorization practice. The students in these experiments who did worst of all were the ones who got the grammatical explanation initially without having any practice." Rivers, Wilga. *The Psychologist and the Foreign Language Teacher.* Chicago: University of Chicago Press, (1964). Each chapter deals with a different theory re FL instruction as it is evaluated in terms of education psychology.
N. Responsibility of the classroom teacher to the FLES specialist and to the FL program	1. Provide support for the FLES teacher by demonstrating a cooperative and interested attitude toward foreign language instruction. 2. Should reinforce the work of the FLES teacher by utilizing every opportunity to use language during the rest of the day. 3. The teacher should be a participant in the foreign language lesson without minimizing the influence of the other authority figure, the FLES teacher. See Appendixes I and K, pp. 65, 73	Moskowitz, Gertrude. "Janus Rears His Head in FLES," *The Elementary School Journal.* Vol. LXIII, No. 6, (March, 1963), pp. 329–335. Discusses what happens when there are two authority figures in the FLES classroom, the regular teacher and the FLES teacher. Suggests several plans of action for the two teachers.
O. Language/s that should be taught	More than one foreign language should be offered if a continuum at least through Level III or IV can be promised, depending on community need, materials available, and trained personnel.	Brooks, Nelson, *et al. op. cit.* Liaison Committee on Foreign Language, *op. cit.*, in Section E above. See p. 9 in the Committee report. Massachusetts Institute of Technology. "What Foreign Languages Shall I Study During Secondary School?" Cambridge, Massachusetts. Prepared for prospective students in science, engineering, architecture and industrial management. Discusses mainly German, French and Russian but notes growing importance of Chinese and Arabic.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
O. Language/s that should be taught (contd.)		Parker, William R. "The Case for Latin," *Publications of the Modern Language Association of America.* Vol. LXXIX, No. 4, Part 2, (September, 1964), pp. 3-10. Logical reasons why Latin offers a demonstrable valuable experience. U. S. Department of Labor in cooperation with the U. S. Department of Health, Education and Welfare. *Foreign Languages and Your Career.* Office of Education, Washington, D.C. 20036. Lists some of the careers in which a foreign language is needed or useful. Related to *Occupational Outlook Handbook.*
P. Value of FL survey courses		Pascual, Henry W. "The Language Survey Course in Junior High Schools," *Foreign Language News Bulletin.* Vol. V, No. 1, (October, 1964), pp. 1-2. Survey courses not practical: Students receive insuffcent instruction to be able to acquire functional language skills.
Q. Teaching of English to the non-English speaking	See reference to TESOL, Part II, items A 3 and A 6, p. 3. Teaching method should be the same as for teaching FL to native speakers of English. See Bibliography, "References for English as a Second Language," pp. 105-109. An annotated bibliography of approximately 100 books for bilingual teaching has been completed by Mildred Murphy and is available through G. Gilbert Rogers, San Luis Obispo County Schools Office. This listing is coded to indicate qualities such as the following: 1. Nature of the material (magazine, story book, reader, game book, plays, etc.). 2. Quality (good of its kind, better, best). 3. How the material may best be used (for reading to children, for what level of language acquisition, for what attention span, for group work or for individual reading, etc.).	Bowen, J. Donald. "TESOL: The Groundwork." *Audiovisual Instruction,* (October, 1966), pp. 618-620. Brief history of TESOL organization; influence of the mother tongue; texts and materials; training programs. Finocchiaro, Mary. *English as a Second Language: From Theory to Practice.* New York: Regents Publishing Company, (1964), p. 144. Looks at recently evolved and long-proven methods of teaching English as a second language. Covers all phases of program planning. Uses simple, clear terminology. Gatenby, E. V. "Conditions for Success in Language Learning," *Teaching English as a Second Language,* edited by Harold B. Allen, New York: McGraw Hill Book Company, (1965), pp. 9-14. Need for use of the FL; concentration on speech; no study of grammar; not dependent on physical environment; rate of progress related to time allotted to study the language; small classes important. Modern Language Association. *Publications of Interest to Modern Foreign Languages,* MLA Materials Center, New York City 10005, pp. 28-29. Brief list of some materials available for teaching English as a second language. Ohanessian, Sirarpi. *Reference List of Materials for English as a Second Language.* Washington, D.C.: Center for Applied Linguistics, (1964), Part I: Texts, Readers, Dictionaries, Tests.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
Q. Teaching of English to the non-English speaking (contd.)		Stewart, William A. (Editor). *Non-Standard Speech and the Teaching of English*. Washington, D.C.: Center for Applied Linguistics, (1964), p. 32. Teaching of English in situations where it is something between a native and a foreign one for the learners, e.g., Jamaicans, Liberians, Mexican-Americans in Southwest, Negroes in urban centers of North.
R. The Spanish-speaking child in the FL program	1. Native Spanish-speaking students should become literate in Spanish as well as in English. 2. Where large numbers of native Spanish-speaking students are found, *special classes* in Spanish appropriate for their skills and capabilities should be established. a. Merced City Schools, e.g., has established such classes for Mexican-American students, homogeneously grouped as to their levels of language proficiency b. native Spanish-speaking students together with other students of equal Spanish proficiency might be combined with English-language students to form an *honor class* devoted to a program which stresses the cultural and academic advantages of bilingualism (particularly the academic) c. when numbers are too small to warrant such classes, such students should be given *placement test* in Spanish, so that they can be assigned to regular classes appropriate to their current levels of proficiency in the language: Spanish I, II, III, etc. 3. Ideally, the Spanish-speaking student should receive instruction specifically suited to his needs. When part of the class is Spanish-speaking, this portion could: a. be grouped according to ability; using head-sets to listen to stories or other forms of narration b. work individually with simple grammar exercises selected according to their proficiency levels c. be given supplementary material to work with, such as: story books, comic strips, newspapers, books on culture, poems, songs, dances (using tapes or recordings), filmstrips and slides	Bowen, J. Donald (Project Director, English H200), University of California at Los Angeles. Materials prepared for the teaching of English as a second language to Spanish speaking children in the elementary grades. Also available is the film "Starting English Early" which shows Serafina Krear teaching English at the UCLA demonstration school summer session, (1966), to Spanish-speaking children. English H200 materials are used as basis for the filmed lessons. Film may be purchased by writing Miss Evelyn Lane, Academic Communications Facility, Royce Hall, University of California at Los Angeles, West Los Angeles 20036. 3 day rental $25; purchase $275. Department of Rural Education, N.E.A. *The Invisible Minority*, (1966). ($1 per single copy). Results of a survey of promising and innovative programs for Spanish-speaking children in five states in the Southwest. Foreign Language Association of Santa Clara County, Santa Clara County School Department, San Jose, California 95110. *Guidelines for Foreign Language Programs*. (revised edition, 1965). Stubing, Charles (Editor), *Reports on Bilingualism*, Southwest Council of Foreign Language Teachers, El Paso, Texas, (1966). Three reports concerning bilingualism: I. From Viewpoint of Administrator and Counselor; II. Programs, Methods and Materials; III. From Viewpoint of Recruitment and Preparation of Bilingual Teachers.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
R. The Spanish-speaking child in the FL program (contd.)	4. The Spanish-speaking students who perform satisfactorily or outstandingly in other areas of the school curriculum should not be "counseled out" of Spanish class. It takes a lifetime to learn a language well, and school administrators and counselors should not deprive such students of their birthright, but instead encourage them to learn two languages well. 5. A Spanish Club could be organized to provide Spanish-speaking students with field trips, speakers, parties, movies, and other cultural activities: a. make this an extra-class activity with capable parents in charge b. show the students that their language and culture should be honored and upheld, and that therefore they should learn to use their language properly and correctly c. Spanish-speaking students could be used as *interpreters* when their parents or relatives come to school, seeking information. See Appendix M for Spanish Language Administration forms.	
S. Additional sources for research regarding FL instruction	See part II of this text, "Sources of Assistance for Persons Planning or Working with Foreign Language Programs" for information regarding ERIC, Educational Research Information Center.	Gage, N. L. (Editor). "Research on Teaching Foreign Languages," *Handbook of Research on Teaching*. Chicago, Illinois: Rand McNally, (1963), pp. 1060-1100. There are 192 references covering major areas of FL teaching. California State College at Fullerton. *MLabstracts*. Department of Foreign Languages and Literatures. Ceased publication 1966. Available from professional libraries. Modern Language Association of America. *Reports of Surveys and Studies in the Teaching of Modern Foreign Languages*. Foreign Language Research Center, 70 Fifth Avenue, New York 10011. Schramm, Wilbur. *The Research on Programmed Instruction: An Annotated Bibliography*, U.S. Department of Health, Education and Welfare, Office of Education, (1964). Government Printing Office, 50¢. There are 195 titles with problems, samples, program used, and 150 words of abstract.

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
S. Additional sources for research regarding FL instruction (contd.)		Valdman, Albert. *Trends in Language Teaching*. McGraw-Hill Book Company: San Francisco (1966), pp. 1-283. Reports of a wide variety of research findings in MFL since 1958.
T. Records that should be kept re the FL program	See Appendixes K:1–K:2; pp. 73-74.	DuFort, Mary and Karl Schevill. "Foreign-Language Cumulative Report Form," *California Journal for Instructional Improvement*. Vol. VII, No. 4, (December, 1964), pp. 16-28. Gives sample form found in this Handbook as Appendix K:1 but with detailed explanation.
U. Role of the school administration re public relations and FL programs	See Appendixes J and L, pp. 71,77. See Section K, p. 21, re grading students in foreign language.	County Guides: Alameda County School Department. *op cit.* pp. 53-59. *Curriculum Guide for Spanish, Level I.* Monterey County School Department. *Guidelines for Foreign Language Programs.* Santa Clara County School Department. *County Guides.* Stanislaus County School Department. *Guidelines to the Teaching of Foreign Language.* Yuba County School Department. National Education Association *op. cit.* United States Department of Health, Education and Welfare, Office of Education. *Modern Foreign Languages and Your Child.* United States Government Printing Office, Division of Public Documents, Washington, D.C. 20402. This publication informs parents about improvement in modern foreign language programs and about how they can encourage and guide their children's language study.
V. Information on study abroad	Study abroad will continue to be a serious problem in the immediate future. FL editors should be very careful about reprinting ads for overseas programs that they have not investigated through the Council on Student Travel or the Institute of International Education. A report prepared April 3, 1967 by the National Council of State Supervisors of Foreign Languages gives criteria for evaluating foreign study programs for high schools. The report is 6 pages long and is available from the California State Department of Education, Attn: John Dusel.	Council on Student Travel. *A Guide to Institutional Self-Study and Evaluation of Educational Programs Abroad.* ($1.00 per copy) 777 United Nations Plaza, New York, New York 10017, (1965). Institute of International Education. *Major Reference Works on Higher Education Abroad.* (Free) Institute for International Education, 809 United Nations Plaza, New York, New York 10017. _____. Publications. (Free) Information on evaluation of foreign credentials. _____. *Reference Works Listing Awards for Study or Research Abroad.* (Free)

PROBLEM	CASCD COMMITTEE COMMENTS	RESEARCH, PROFESSIONAL LITERATURE, SURVEYS
V. Information on study abroad		Lantos, Thomas P. (Director of International Programs for the California State Colleges). "Study Abroad for the California Student," *California Teachers Association Journal.* Vol. LXII, No. 1, (January, 1966), pp. 19–35. 1600 Holloway Avenue, San Francisco, California. Examines the expanding field of study abroad and discusses various kinds of study programs from the viewpoint of their stated and actual objectives and their results, concluding that the success of an academic program abroad depends on realistic goals, rigorous student selection, imaginative administration, and honest evaluation and self-appraisal. It explores issues involved in establishing study abroad programs, showing how the fundamental philosophy of a program may be circumscribed by practical issues. Enumerates several *sine qua non's* for the successful program and the successful student: a large enough student body to permit discriminating selection; thorough student orientation; a program structure entailing maximum cultural immersion for the student; intimate knowledge of the foreign educational system; faculty supervision abroad; and administrative flexibility in reconciling system differences. Student prerequisites include a high degree of fluency in the language of instruction, above-average intellect, emotional stability and maturity. The article concludes by suggesting some tangible and intangible effects of study abroad on the student and on the community to which he returns. Sander, Volkmar. "Study Abroad: An Alternate Solution," *The German Quarterly*. Vol. XXXVIII, No. 4, (November, 1965), pp. 692–695. Department of Germanic Languages and Literatures, New York University, New York. After a brief survey of the obstacles and drawbacks of existing Junior Year Abroad programs (overcrowded European universities, difference of educational systems, high overhead costs, etc.) a plea is made for a different approach: to send students earlier (freshman/sophomore year) to really learn the language, or later (graduate) to study literature. A description by New York University of a new plan inaugurated in German follows, under which students go abroad for only one semester (second semester freshman, or first or second sophomore) and to a language center (Goethe Institute), rather than a university.
W. Financing the FL program	See Appendix O, p. 93	

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APPENDIX A

THE MODERN LANGUAGE ASSOCIATION OF AMERICA

Foreign Language Program Research Center
70 Fifth Avenue, New York 11, N. Y. – CHelsea 3-4266

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL: A SECOND STATEMENT OF POLICY

1. **Five Years Later**. Since the publication in 1956 of the first MLA statement on FLES (see below) there has been increasing awareness of the need for an early start to foreign language learning. There is equal awareness of the dangers of inadequate attempts to meet this need. Hundreds of communities have ignored our warning against "faddish aspects of the movement" and our insistence upon "necessary preparation." Many of the resulting programs have been wasteful and disappointing, and they have misled many citizens about the nature and value of foreign language learning.

2. **Redefinition**. We must sharpen our definition of FLES. It is not an end in itself but the elementary school (K-6) part of a language-learning program that should extend unbroken through grade 12. It has 15- or 20-minute sessions at least three times a week as an integral part of the school day. It concerns itself primarily with learning the four language skills, beginning with listening and speaking. Other values (improved understanding of language in general, intercultural understanding, broadened horizons), though important, are secondary.

3. **FLES in Sequence**. We believe that FLES, as here defined, is an essential part of the long sequence, ten years or more, needed to approach mastery of a second language in school. There is good evidence that the learning of a second language considerably quickens and eases the learning of a third language, even when there is little or no relation between the languages learned. Since children imitate skillfully and with few inhibitions in the early school years, the primary grades (K-3) are the ideal place to begin language learning, and the experience is in itself exciting and rewarding.

4. **Priority**. If a school system cannot provide both a FLES program and a six-year secondary school foreign language sequence (grades 7-12), it should work *first* toward establishing the grade 7-12 sequence. Unless there is a solid junior and senior high school program of foreign language learning with due stress on the listening and speaking skills and fully articulated with the previous instruction, FLES learnings wither on the vine.

5. **Articulation**. It requires: 1) a foreign language program in grades 7 and 8 for graduates of FLES, who should never be placed with beginners at any grade level; 2) a carefully planned coordination of the FLES and secondary school programs; 3) a frequent interchange of visits and information among the foreign language teachers at all levels; 4) an overall coordination by a single foreign language supervisor or by a committee of administrators. These co-operative efforts should result in a common core of language learning that will make articulation smooth and effective.

6. **Experimental Programs**. Experimentation is desirable in education, but we now know enough about FLES methods and materials to obviate the need for "pilot" or "experimental" programs if these adjectives mean no more than "tentative" or "reluctant." If a shortage of teachers makes it impossible to offer instruction to all the pupils in a grade, a partial FLES program is an acceptable temporary expedient, but it will pose a special scheduling problem in grade 7. An "experimental" program should be a genuine experiment, not a desperate, inadequately planned program instituted by community pressure against the advice of language authorities in the field.

   Experimentation in *methods* should be undertaken only after teachers and administrators are thoroughly familiar with current theories of foreign language learning and with current practices in successful FLES programs. The development of experimental teaching materials should be undertaken only after teachers are thoroughly familiar with existing materials.

7. **The Teacher**. Ideally he should be an expert in the foreign language he teaches, with near-native accent and fluency, and also skillful in teaching young children. Few teachers are currently expert in both areas. If a teacher's foreign language accent is not good, he should make every effort to improve it, and meanwhile he should rely on discs or tapes to supply authentic model voices for his pupils. But since language is communication, and a child cannot communicate with a phonograph or a tape recorder, no FLES learning can be wholly successful without the regular presence in the classroom of a live model who is also an expert teacher. The shortage of such doubly skilled teachers is the most serious obstacle to the success of FLES. To relieve this shortage every institution that trains future elementary school teachers should offer a major in one or more foreign languages.

8. **Cautions**. A FLES program should be instituted only if: 1) it is an integral and serious part of the school day; 2) it is an integral and serious part of the total language program in the school system; 3) there is close articulation with later foreign language learning; 4) there are available FL specialists or elementary school teachers with an adequate command of the foreign language; 5) there is a planned syllabus and a sequence of appropriate teaching materials; 6) the program has the support of the administration; 7) the high school teachers of the foreign language in the local school system recognize the same long-range objectives and practice some of the same teaching techniques as the FLES teachers.

The need for a revised statement on FLES was the subject of a conference on January 27 and 28, 1961. Participants in this conference: Theodore Andersson, Emma Birkmaier, Nelson Brooks, Josephine Bruno, Dorothy Chamberlain, Austin E. Fife, Elton Hocking, Elizabeth Keesee, Margit W. MacRae, Kenneth W. Mildenberger, Ruth Mulhauser, William R. Parker, Filomena Peloro, Gordon R. Silber, G. Winchester Stone, Jr., Mary P. Thompson, W. Freeman Twaddel, Donald D. Walsh, Helen B. Yakobson.

The statement was developed and authorized by the Advisory and Liaison Committees of the Modern Language Association, whose members are Theodore Andersson, William B. Edgerton, Austin E. Fife, John G. Knutsmann, William R. Parker, Norman P. Sacks, Gordon R. Silber, Jack M. Stein, Louis Tenenbaum, W. Freeman Twaddel, and Helen B. Yakobson.

APPENDIX B

ADMINISTRATOR'S CHECK LIST[1]

Steps to be taken in the planning stages.

Appraisal of the on-going foreign language program.

This section was prepared to assist in planning and/or in appraising foreign language programs.[2]

District Name ____________________
District Address ____________________
Date ____________________
Evaluator's Name ____________________
Evaluator's Position ____________________

DO NOT WRITE IN THIS SPACE

I	_____	IV	_____	VII	_____
II	_____	V	_____	(check only)	
III	_____	VI	_____		

Add I-VI for total _____

APPRAISAL OF A FOREIGN LANGUAGE PROGRAM

Directions:

1. The appraisal form should be completed by all persons or by an adequate sample of the persons concerned with the district foreign language program.
2. If an on-going program is being appraised, in the first four columns at the right, place a check under the evaluation most nearly appropriate.
3. If the items are being used for guidance in planning a foreign language program, check off each item, as it is accomplished, in the far-right column.
4. Space is provided following each item for your comments regarding that item.
5. Space is also provided for your suggestions regarding additional items which you feel should be included in each section.

---

[1] See also "Foreign Language Evaluation Instrument: Los Altos School District" prepared November, 1966.

[2] It is felt that the items listed, if accomplished, should be indicative of a healthy foreign language program. The check list is untried, so there is currently no basis for indicating high, average, or low scores when evaluating on-going foreign language programs. As the check list is used, it is hoped that the users will contact Dr. Mary DuFort, Alameda County School Department, so that the form may be properly scored and so that the results may be used to check the reliability and validity of the form. Additional copies of this form may be obtained through Dr. DuFort.

APPENDIX B

A. OBJECTIVES OF THE MODERN FOREIGN LANGUAGE PROGRAM

	Appraisal of an On-Going Program				Check for Prog. Plan.
	3[1]	2	1	0	
1. **Elementary School**—Objectives are realistic and include, as a minimum, development of the listening and speaking skills plus cultural understanding. Comment: ______					
2. **Intermediate/Secondary School**—Objectives are realistic and include the four skills (listening, speaking, reading and writing) plus cultural understanding. Comment: ______					
3. Objectives are stated in behavioral terms and are suitable for use as objective evaluation criteria. Comment: ______					
4. Objectives were prepared jointly by, and are understood by, all persons concerned with the foreign language program (elementary teachers, secondary teachers, foreign language specialists, counselors, administrators) or their representatives. Comment: ______					
5. Objectives are available in printed form and may be found in ______ ______. Comment: ______					

Additional items that should be included in this section:

______

______

______ (Do not write in the above space)

B. ADMINISTRATION OF THE FOREIGN LANGUAGE PROGRAM

1. There is an organizational chart designating roles, functions and responsibilities of foreign language personnel. It is to be found in ______ ______. Comment: ______					
2. **Secondary School**—There is a foreign language department separate from other curriculum departments with a department head who is completely knowledgeable about foreign language and foreign language teaching. Comment: ______					
3. Foreign language is scheduled daily as part of the regular school curriculum. Comment: ______					

---

[1] Ratings: 3—Low rating. Not contemplated; 2—Average rating. Planned, not current;
1—High rating. On-going, observable; 0—No information regarding this item.

APPENDIX B

	Appraisal of an On-Going Program				Check for Prog. Plan.
	3[1]	2	1	0	
4. The foreign language program is continuous in each language offered from grade X - Z. Comment: ____________					
5. The district is actively carrying on a multi-lingual foreign language program. Comment: ____________					
6. Meetings are held periodically to articulate the foreign language program between the various educational levels concerned. Comment: ____________					
7. A separate budget item is provided for foreign language materials. Comment: ____________					
8. Counselors are well-informed regarding the objectives and general approach to foreign language instruction. Comment: ____________					
9. The district has prepared/adopted and administers to all foreign language teachers, a proficiency test covering the skills to be taught plus cultural understanding in the foreign language(s) taught. Comment: ____________					
10. There is a program of in-service training which adheres to the foreign language objectives established by the district. Comment: ____________					
11. A course of study for the foreign language(s) offered has been prepared/adopted by the district covering instruction in the language(s) from X - Z. Comment: ____________					
12. The district has prepared and uses a cumulative record form for the recording of student foreign language performance. Comment: ____________					
13. The district subscribes to appropriate foreign language journals and makes them available to the foreign language teachers. Comment: ____________					
14. The district foreign language program fulfills the state legal requirements. Comment: ____________					
15. There is evidence that the district is seeking out or experimenting with innovations which may improve the foreign language program, e.g., non-graded program, within-class grouping, advanced placement. Comment: ____________					

---

[1] Ratings: 3—Low rating. Not contemplated; 2—Average rating. Planned, not current; 1—High rating. On-going, observable; 0—No information regarding this item.

	Appraisal of an On-Going Program				Check for Prog. Plan.
	3[1]	2	1	0	
16. A policy has been established regarding homework in foreign language at all grade levels. Comment: ______					

Additional items that should be included in this section:

______

______

______

(Do not write in the above space)

C. PERSONNEL

1. There is a single foreign language coordinator or supervisor for the district. That person is properly credentialed and understands and uses appropriately the audio-lingual approach to foreign language instruction. Comment: ______					
2. Teachers a. Seem enthusiastic about the total foreign language program and set a positive learning atmosphere for the students. Comment: ______					
b. Understand and use, as appropriate, audio-lingual methods in their foreign language teaching. Comment: ______					
c. Understand the role of linguistics in the teaching of foreign language. Comment: ______					
d. Have passed a district-prepared or adopted proficiency test in the foreign language(s) they teach at the level at which they are teaching. Comment: ______					
e. Have participated in or are actively participating in a foreign language in-service training program which adheres to the foreign language objectives established by the district. Comment: ______					

Additional items that should be included in this section:

______

______

______

(Do not write in the above space)

---

[1] Ratings: 3–Low rating. Not contemplated; 2–Average rating. Planned, not current; 1–High rating. On-going, observable; 0–No information regarding this item.

APPENDIX B

D. INSTRUCTIONAL MATERIALS*

	Appraisal of an On-Going Program				Check for Prog. Plan.
	3[1]	2	1	0	
1. The instructional materials carry out the objectives of the foreign language program as stated in the district course of study. Comment: ____					
2. The district has prepared/adopted a course of study for instruction in the language(s) taught in grades X - Z:					
a. Elementary school district–language(s) taught: (list) ____ 1) one language					
2) two languages					
3) three languages					
4) more than three languages					
Comment: ____					
b. Union high school district–language(s) taught: (list) ____ 1) one language					
2) two languages					
3) three languages					
4) more than three languages					
Comment: ____					
c. Unified school district–language(s) taught: (list) ____ 1) one language					
2) two languages					
3) three languages					
4) more than three languages					
Comment: ____					
3. The district has a well-integrated set of materials for foreign language instruction in grades X - Z. Comment: ____					
4. **Secondary School**–The instructional materials provide for student individual differences, e.g., academic vs. non-academic. Comment: ____					
5. The instructional materials used in your room have the following qualities: a. Appropriate to your students level of ability					
b. Appropriate to your students level of interest					
c. Present authentic cultural concepts					
d. Are usable by you					
e. Have sufficient audio and visual aids					
f. Adhere to the objectives of the program					
Comment: ____					

---

[1] Ratings: 3–Low rating. Not contemplated; 2–Average rating. Planned, not current; 1–High rating. On-going, observable; 0–No information regarding this item.

*See Appendix E for criteria for evaluating foreign language instructional materials.

	Appraisal of an On-Going Program				Check for Prog. Plan.
	3[1]	2	1	0	
6. Library books related to the culture of the people who speak the language(s) natively are available, up-to-date, and appropriate to the grade level(s) involved. Comment: ______					

Additional items that should be included in this section:

______

______

______

(Do not write in the above space)

E. ELECTRO-MECHANICAL AIDS

	3	2	1	0	Check for Prog. Plan.
1. **Self-contained classroom:** Necessary electro-mechanical aids are assigned on the basis of 1 per classroom to the foreign language teacher for exclusive use in the foreign language program. Comment: ______					
Language laboratory: Equipment is sufficient to meet the needs of the foreign language teachers. Comment: ______					
2. Facilities for storage of foreign language electro-mechanical aids are adequate. Comment: ______					
3. All foreign language teachers have received special in-service training regarding the operation and appropriate use of foreign language electro-mechanical aids. Comment: ______					
4. Adequate provisions are made for proper maintenance of the electro-mechanical aids. Comment: ______					
5. **Secondary School**–Foreign language typewriter(s) are available to the teachers of foreign language(s). Comment: ______					

Additional items that should be included in this section:

______

______

______

(Do not write in the above space)

---

[1] Ratings: 3–Low rating. Not contemplated; 2–Average rating. Planned, not current; 1–High rating. On-going, observable; 0–No information regarding this item.

APPENDIX B

F. EVALUATION

	Appraisal of an On-Going Program				Check for Prog. Plan.
	3[1]	2	1	0	
1. Foreign language program a. Plans are being carried out for evaluation of the foreign language program on a short-range basis, e.g., periodic student testing, teacher feedback. Comment: ____________					
b. There is provision for evaluation of the foreign language program on a long-range basis, e.g., follow-up of students in high school and college performance, continuation of students in high school and college foreign language courses, advanced placement, use of the foreign language after leaving school, number of students receiving foreign language scholarships, etc. Comment: ____________					
2. Student a. Diagnostic tests appropriate to and based on the course of study are given periodically. Comment: ____________					
b. Placement tests are administered at the end of the student's last year in elementary school and on his leaving junior high school for senior high school. Comment: ____________					
c. Insofar as possible, students are tested on the language skills individually, i.e., listening, speaking, reading, writing. Comment: ____________					

Additional items that should be included in this section:

____

____

____

(Do not write in the above space)

G. MISCELLANEOUS

1. What two things do you feel would most improve the foreign language program in your room?

a. ____________

b. ____________

in your school?

a. ____________

b. ____________

---

[1] Ratings: 3–Low rating. Not contemplated; 2–Average rating. Planned, not current; 1–High rating. On-going, observable; 0–No information regarding this item.

in your district?

a. ____________________

b. ____________________

2. In general, what is the reaction of your students to foreign language instruction?
   a. Elementary school (grades K-6)

   ____

   ____

   b. Junior high school (7-9)

   ____

   ____

   c. High school (10-12)

   ____

   ____

APPENDIX C *

SAMPLE

WEEKLY TIME ALLOTMENT AND DAILY SCHEDULES

Grades 4, 5, and 6

	Minutes per week 4th	Minutes per week 5th	Minutes per week 6th
ARITHMETIC	200	200	200
SOCIAL STUDIES	200	200	200
LANGUAGE ARTS	350	350	280
1. Grammar and Composition	(200)	(200)	(130)
2. Spelling	(100)	(100)	(100)
3. Penmanship	(50)	(50)	(50)
READING	280	280	200
FOREIGN LANGUAGE	100	100	100
PHYSICAL EDUCATION	100	100	200
ART	100	100	80
MUSIC	100	100	80
SCIENCE AND HEALTH	150	150	200
UNASSIGNED	20	20	60
TOTAL MINUTES	1600	1600	1600

---

*Courtesy of Alameda Unified School District, Alameda, California.

APPENDIX C*

SAMPLE
WEEKLY TIME ALLOTMENT AND DAILY SCHEDULES

Grades 7 and 8

	Minutes per week	Periods per week
	Grades 7 and 8	
ARITHMETIC	200	5
SOCIAL STUDIES	200	5
LANGUAGE ARTS	200	5
READING	200	5
FOREIGN LANGUAGE	120 (100)**	3
PHYSICAL EDUCATION	200	5
ART	80	2
MUSIC	80	2
SCIENCE	200	5
PRACTICAL ARTS	80	2
UNASSIGNED	40 (60)**	1
TOTALS	1600	40

---

*Courtesy Alameda Unified School District, Alameda, California.

**In some instances classes may be given five (5) twenty-minute periods each week. This time allotment is below the minimum suggested by the Committee in Appendix D.

APPENDIX D

FOREIGN LANGUAGE LEARNING EXPERIENCE, SCOPE AND SEQUENCE*:

I. WHEN INSTRUCTION BEGINS IN THE THIRD OR FOURTH GRADE

THIRD OR FOURTH GRADE**

15-20 minutes daily

Listen 60%
Speak 40%

1. Audio training
2. Basic dialogues
3. Choral repetition, some individual
4. Simple pattern drills
5. Limited vocabulary
6. Correct pronunciation, intonation, and gestures
7. Questions and answers
8. Songs and games

FIFTH GRADE

20-25 minutes daily

Listen 40%
Speak 60%

1. Basic dialogues and narrative
2. Some choral, more individual recitation
3. Simple pattern drills
4. Expand vocabularly
5. Correct pronunciation, intonation, and gestures
6. Interpersonal questions and answers
7. Songs and games

SIXTH GRADE

25-30 minutes daily
Listen 20%
Speak 50%
Read 20%
Write 10%

1. Basic dialogues and narrative
2. Dialogue adaptations
3. Begin reading of early dialogues
4. More complex pattern drills
5. Additional vocabulary
6. Writing–copying early dialogues that have already been read
7. Songs and games

SEVENTH GRADE

30-35 minutes daily

Listen 20%
Speak 50%
Read 20%
Write 10%

1. Basic dialogues, narratives and adaptation of same
2. Reading familiar material
3. Copying familiar material
4. Sentence completion using familiar material
5. Dictation of familiar material
6. Expand vocabulary
7. Memorize short plays
8. More complex pattern drills
9. Limited grammatical explorations
10. Listen to taped cultural material

EIGHTH GRADE

30-35 minutes daily

Listen 15%
Speak 40%
Read 25%
Write 20%

1. Dialogues, narratives and pattern drills
2. Dictation of unfamiliar as well as familiar material
3. Reading unfamiliar material
4. Selected plays and poems
5. Expand vocabulary
6. Free writing–dialogue adaptations
7. Grammar
8. Use of dictionary
9. Listen to taped cultural materials

---

*Structural items to be studied in each grade are not included here since they would necessarily differ in each language. Structural items may be found in the French and Spanish guides published by the California State Department of Education. A similar guide for German is currently being prepared.

**General content suggestions for the elementary school grades are based on the assumption that in most cases the instruction will be given by the teacher of the self-contained classroom.

APPENDIX D

FOREIGN LANGUAGE LEARNING EXPERIENCE, SCOPE AND SEQUENCE*:

2. WHEN INSTRUCTION BEGINS IN THE FIFTH GRADE

FIFTH GRADE** 20-30 minutes daily Listen 60% Speak 40%	1. Basic dialogues–limited narrative 2. Correct pronunciation, intonation, and gestures 3. Questions and answers 4. Limited vocabularly 5. Songs and games 6. Simple pattern drills
SIXTH GRADE 25-35 minutes daily Listen 35% Speak 50% Read 10% Write 5%	1. Dialogue and narrative 2. Dialogue adaptations 3. Begin reading familiar material 4. Begin copying familiar material 5. Interpersonal questions and answers 6. Proper use of gestures 7. Songs and games 8. More complex pattern drills
SEVENTH GRADE 30-40 minutes daily Listen 20% Speak 50% Read 20% Write 10%	1. Dialogues, narrative and adaptation of same 2. Continue reading familiar material 3. Dictation of familiar material 4. Sentence completion using familiar material 5. Expand vocabulary 6. Limited grammatical exploration 7. Memorize short plays 8. Songs and games 9. Listen to taped cultural material
EIGHTH GRADE 30-40 minutes daily Listen 15% Speak 40% Read 25% Write 20%	1. Dialogues and narratives 2. Dictation of unfamiliar as well as familiar material 3. Reading of unfamiliar as well as familiar material 4. Expand on grammar 5. Selected plays and poems 6. Dialogue adaptation–oral and written 7. Free writing 8. Use of dictionary 9. Listen to taped cultural material

---

*Structural items to be studied in each grade are not included here since they would necessarily differ in each language. Structural items may be found in the French and Spanish guides published by the California State Department of Education. A similar guide for German is currently being prepared.

**General content suggestions for the elementary school grades are based on the assumption that in most cases the instruction will be given by the teacher of the self-contained classroom.

APPENDIX D

FOREIGN LANGUAGE LEARNING EXPERIENCE, SCOPE AND SEQUENCE*:

3. WHEN INSTRUCTION BEGINS IN THE SIXTH GRADE

SIXTH GRADE** 25-35 minutes daily Listen 50% Speak 50%	1. Basic dialogue–limited narrative 2. Substitution drills 3. Correct pronunciation, intonation, and gestures 4. Limited vocabulary 5. Songs and games 6. Questions and answers
SEVENTH GRADE 30-40 minutes daily Listen 25% Speak 50% Read 15% Write 10%	1. Basic dialogue, narrative and simple adaptations 2. Interpersonal questions and answers 3. Read familiar material 4. Write–copy familiar material 5. Short plays 6. Songs and games 7. Limited grammar
EIGHTH GRADE 30-40 minutes daily Listen 15% Speak 40% Read 25% Write 20%	1. Basic dialogue and narrative 2. Dialogue adaptations–oral and written 3. Dictation of familiar material during first half; unfamiliar material during second half 4. Reading of unfamiliar material 5. Expand on grammar 6. Songs and games 7. Free writing 8. Use of dictionary 9. Listen to taped cultural materials

---

*Structural items to be studied in each grade are not included here since they would necessarily differ in each language. Structural items may be found in the French and Spanish guides published by the California State Department of Education. A similar guide for German is currently being prepared.

**General content suggestions for the elementary school grades are based on the assumption that in most cases the instruction will be given by the teacher of the self-contained classroom.

APPENDIX D

FOREIGN LANGUAGE LEARNING EXPERIENCE, SCOPE AND SEQUENCE*:

4. WHEN INSTRUCTION BEGINS IN THE NINTH GRADE

NINTH GRADE

Five periods weekly

Listen	15%
Speak	40%
Read	25%
Write	20%

1. Expanded narrative
2. Listen to cultural readings and recordings (poetry, heavy selections) in language lab, also testing in lab
3. Oral discussion–current events
4. Magazines and newspapers
5. Grammar
6. Expand vocabulary
7. Written exercises (drill and original work)
8. Use of dictionary in language
9. Dictations

TENTH GRADE

Five periods weekly

Listen	15%
Speak	25%
Read	35%
Write	25%

1. Language recordings–culture, history, literature in language lab if available
2. Oral discussions of current events
3. Magazines and newspapers as assigned readings
4. Oral reports
5. Written reports on readings and other original writing
6. Use of dictionary in language
7. Grammar
8. Language lab exercises (testing, cultural tapes)
9. Dictations

ELEVENTH GRADE

Five periods weekly**

Listen	15%
Speak	25%
Read	35%
Write	25%

1. Class discussions of current events, readings, poetry, recordings, etc.
2. Dictation of new materials
3. Magazines, etc., as assigned readings for oral reports
4. Language lab (testing and cultural recordings)
5. Class notes in language
6. Grammar
7. Written exercises and original writing
8. Dictations
9. Translation as a skill

TWELFTH GRADE

Five periods weekly**

Listen	10%
Speak	25%
Read	40%
Write	25%

1. Class discussions of current events, readings, recordings, films, poetry, etc.
2. Speeches, oral reports
3. Assigned readings
4. Language lab (testing and cultural recordings)
5. Grammar
6. Class notes in language
7. Written reports, exercises, etc.
8. Dictations
9. Translation as a skill

---

*Structural items to be studied in each grade are not included here since they would necessarily differ in each language.

**When some students reach higher levels of instruction in a foreign language, the nature of the instruction may be such that it may be necessary for him to meet at less frequent intervals with the instructor, e.g., for seminar or directed reading and time allotments as well as scope would perforce vary accordingly.

APPENDIX E

CRITERIA FOR EVALUATION OF FOREIGN LANGUAGE INSTRUCTIONAL MATERIALS*

Responsibility of administrators regarding provision of instructional materials is to work with teachers in selection of materials which meet the objectives of the district's foreign language program. Selection of the instructional materials should be based on the criteria listed below. No weighting has been done for the items.

	RATINGS				
	Lowest 0	1	2	3	Highest 4
1. General guidelines for evaluating foreign language materials for classroom instruction.					
a. Does the material progress naturally toward attainment of the stated objectives of foreign language instruction in your district?					
b. Is the material designed for the degree of proficiency of the teacher who is to use it?					
c. Are hearing and speaking considered first and foremost in the text series?					
d. Are reading and writing deferred until a given segment is thoroughly practiced aurally and orally?					
e. Is the material relevant to the district objectives in foreign language?					
f. Is the content appropriate to the grade level at which it will be used?					
g. Is the basic material appropriate to the level of instruction?					
h. Is basic material presented through a variety of appropriate techniques?					
i. Is the target language presented in culturally authentic situations?					
j. Is the target language authentic?					
k. Are new structures of lexical items singled out and given special emphasis through appropriate pattern drills, related songs, games, question and answer activities, dialogs, narratives, etc.?					
l. Are there provisions and suggestions for adaptations, recombinations and variations of the basic sentence patterns?					
m. Following its initial presentation, is the material re-entered periodically?					
n. Is there planned progression in presentation of vocabulary, syntactical patterns, structure, phonology, etc.?					
o. Are there supportive materials, e.g., tapes, text, that reinforce the learning to be achieved?					
p. Are the supportive materials easily used by the teacher?					
q. Is smooth transition from unit to unit and level to level built into the sequence of materials?					
r. Is the text designed to familiarize the student with high-frequency structural patterns in the three systems: phonology, syntax, morphology (sound, order, and form)?					
s. Does the text contain the structures appropriate to the course of study, grade level, and planned sequence?					

---

*These criteria are developed on the basis of an audio lingual philosophy of foreign language instruction. See the introduction for expansion of this philosophy.

APPENDIX E

	RATINGS				
	Lowest 0	1	2	3	Highest 4
2. Teacher's guide.					
a. Does the teacher's manual include readily understood, sufficient and specific directions for teachers, e.g., how to use material, suggested teaching techniques, visual aids, items of cultural importance?					
b. Does the guide provide specific remedies for special difficulties in each lesson, e.g.. pronunciation, intonation problems?					
c. Is the teacher's guide designed for easy handling and reference?					
d. Is pedagogy of foreign language teaching provided for the teacher?					
3. Textbook.					
a. Do the illustrations avoid stereotypes yet authentically convey the culture?					
b. Are the illustrations directly related to the context?					
c. Are structures and vocabulary items introduced in a carefully planned sequence?					
d. When English is used in the text, is it limited so that it does not interfere with instruction of the target language?					
e. Is the format pleasing to the eye?					
f. Is the print easily legible?					
g. Is the binding durable?					
4. Tapes and recordings (also films where applicable).					
a. Are recordings an integral part of the program?					
b. Do the recordings contain the material of the text which is intended to be spoken?					
c. Do the tapes contain additional material not necessarily found in the student text, for additional listening practice and enjoyment?					
d. Are the recordings of high fidelity?					
e. Are the voices on the recordings of pleasant quality?					
f. Is a variety of native voices provided, e.g., child, adult, male, female?					
g. Is a minimum of regional speech differences included in the beginning levels of instruction?					
h. Is a variety of native voices from various regions provided after the beginning levels of instruction?					
i. Do the voices reflect a normal rate of speech with native intonation?					
j. Are the recordings correlated with the visual materials?					
k. Are difficult or long patterns broken into "breath groups?"					
l. Are pauses on the recordings neither too long nor too short for student repitition?					
m. Is confirmation of student response provided on the recording?					
5. Videotapes and films (also other graphic aids where applicable). Whether the videotapes or films are designed to be the basic program or to support it, the evaluation should be able to rate the material high regarding the following qualities:					
a. Does the material progress naturally toward attainment of the stated objectives of foreign language instruction in your district?					

APPENDIX E

	RATINGS				
	Lowest 0	1	2	3	Highest 4
b. Is the visual presentation sufficiently uncluttered so that it clearly illustrates the language concept being presented?					
c. Does each telecast or film introduce only a limited number of structures for learning?					
d. Is there authentic cultural content?					
e. Do the actors speak at a normal rate for the target language?					
f. Are native voices used?					
g. Is the quality of the voices pleasant?					
h. Is the sound reproduced so that utterances are clearly audible?					
i. When models for pronunciation are presented, are close-ups used?					
j. Is there provision for sufficient repetition?					
k. Is the level of difficulty of the material commensurate with the language development level of the students?					
l. Is the material interesting to the student?					
m. Are there guideline materials for the use of the videotape or film?					
6. Visual aids without sound. a. Are the cultural concepts which are presented authentic?					
b. Are the aids easy to handle?					
c. Are the aids clearly visible in a normal classroom situation?					
7. Tests. a. Does the program include the test instruments that periodically measure the pupil achievement?					
b. Is the format utilized in the test instruments compatible with that used in the instructional program?					

APPENDIX F

SUGGESTIONS FOR THE USE OF ELECTRO-MECHANICAL AIDS[1]

Wherever electro-mechanical aids are used, their use must be completely integrated with classroom instruction. The kinds of drill activities that are carried on with electronic equipment should be the same kinds as those that are carried on in the classroom. Electronic equipment for the classroom and for the language laboratory is most efficiently used for practice of familiar material that has been introduced previously in the classroom. Generally at beginning levels new material is first introduced in the classroom by the teacher who may then employ electronic aids for further practice for the class. Sometimes the teacher's oral language skill and accent are not adequate for introducing materials, and in some instances, a teacher's manual will specifically direct the teacher, even though he may be proficient in the target language, to use the taped or disc recording as the constant mode. In such instances the classroom teacher serves as a judge of student comprehension, pronunciation, accuracy, rhythm and consistency but not as a model himself.

In a classroom or language laboratory, properly equipped with electronic aids, each student has the following opportunities:

To respond without self-consciousness

To hear native speakers of both sexes and of different ages

To be isolated from the mistakes of his classmates

To hear accurately and, when aided by microphone, to hear accurately his own response

To have a "tutor" that is tireless in presenting material and does not become impatient

To have the amount of practice required for his own needs (e.g., remedial, group teaching, depth learning for the linguistically gifted)

To be aided or evaluated individually though orally

Recommendations:

Minimal requirements:

1. A tape recorder for the exclusive use of each language teacher; a record player; foot control pedal; multiple phone bars, earphones and amplifiers of superior quality; the earphone may be the only link between the child and the correctly spoken language.
2. The buyer should give careful consideration to the choice of tape recorder from these points of view: durability in *school* use, reputation, and evaluation in *Consumers' Report* or like publication.
3. The quality of tape selected should be of the best from the points of view of known durability, tensile strength (1.5), and freedom from oxide depositing.

Recommended equipment by grades:

1. Grades 4–6:	Tape recorder, record player, multiple phone bars and earphones.
2. Grades 7–9:	Tape recorder, record player, earphones, foot pedal pause control.
3. Grades 10–12:[2]	Level II (listen, repeat) language laboratories but without individual listening booths.
4. Grades 10–14:	Level III (listen, repeat, record) language laboratory booths in a library situation.

Scheduling:

Scheduling of the equipment to be shared by teachers and groups should be given careful consideration in the total school scheduling in order to assure maximum effective use. See the California State Department of Education *French Guide* (viz. selective bibliography for teachers at the end of this guide) for aid in scheduling.

Maintenance:

The total equipment should be the responsibility of one person of the audio visual department in order to assure regular demagnetization, cleaning of recording heads, supervision of handling and length of continuous use, storage, scheduling, etc.

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[1] Taken from *Guidelines to the Teaching of Foreign Language*. Yuba County, (1964), pp. 25-26.

[2] For more detailed information, you may request a copy of a presentation by Dr. Gustave Mathieu, Alameda County, January, 1965, regarding "do's" and "don'ts" in selecting and purchasing language laboratory equipment.

APPENDIX G

SUGGESTIONS FOR TESTING[1]

General:

With modifications the following suggestions should be directly usable at any grade level. Hopefully, they may stimulate the teacher's imagination for still other kinds of testing in foreign language.

1. Test only what has been taught, i.e., if instruction has been limited to hearing and speaking, do not test in a way that reading and/or writing are required.

2. Determine criteria for "rightness" or "wrongness." Teacher must pre-determine the criteria to be used in grading, e.g., when testing oral facility, the following descriptive statements could be used as guidelines.[2]

   a. Immediacy of response

      (1) extremely slow — 3
      (2) some hesitation — 2
      (3) responds promptly — 1

   b. Accuracy of response

      (1) very poor grammatical construction — 3
      (2) some grammatical inaccuracies — 2
      (3) response grammatically accurate — 1

3. Records. Keep a record of student performance. Recording may be done on a formal or informal basis. A student chart, designed to record both formal and informal grades, may be prepared and kept in a convenient spot in the room. Each child may assist in keeping it up to date, or the teacher may keep a grade book herself. The teacher is cautioned not to let a record or chart become an end in itself at the sacrifice of using the language for communication.

ROOM CHART

Students	Greetings	1–10	Audio Test #1	Days	Months	Age	Audio Test #2	Use of *Avoir*	Use of *Etre*	Oral Test #1
Rene										
Louis										
Robert										
Michele										

4. Isolation of student. If the test is oral and formal in nature, ideally each student should be isolated for his test performance and his responses should be recorded on tape for later evaluation or for comparison of his progress through the school year.

Testing for Audio Discrimination Ability[3]

1. Picture discrimination. The student is shown (flash cards set up at the front of the room, worksheet, test booklet, overhead projector, etc.) a series of three or four pictures. At the same time he *hears* (tape or live) a phrase which describes one of the graphic presentations. He checks the answer sheet or worksheet according to which of the pictures he thinks was described.

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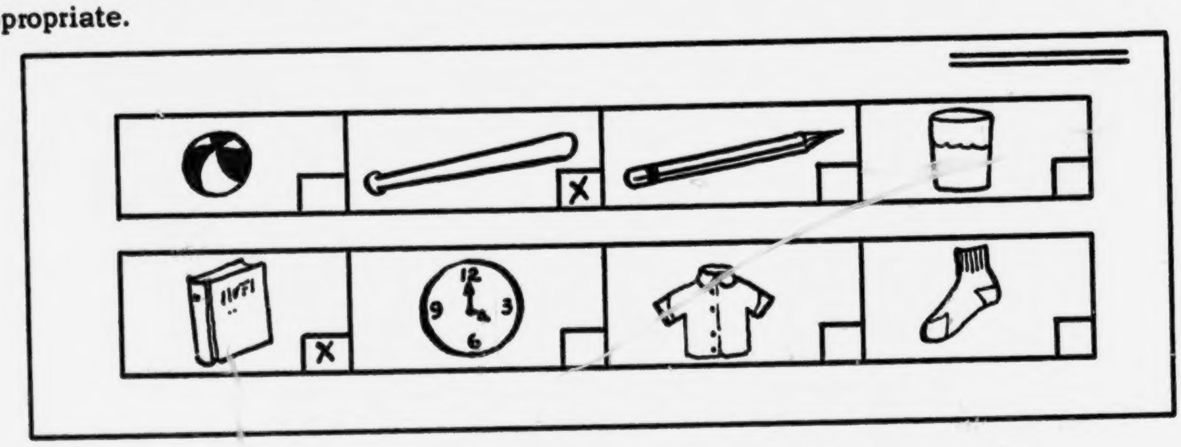
[1] See also Lado, Robert. *Language Testing*. McGraw Hill, New York, (1964); MLA Cooperative Foreign Language Tests: French, German, Italian, Russian, Spanish. Berkeley, California, Educational Testing Service; Pimsleur, Paul. The Pimsleur Foreign Language Proficiency Tests available in French, German and Spanish in Forms A and C. New York: Harcourt, Brace and World, Inc., (1967).

[2] *French: Listening, Speaking, Reading, Writing*. Prepared under direction of Everett O'Rourke, California State Department of Education, Vol. XXXI, No. 4, (October, 1962), p. 119.

[3] Many of the suggestions for testing audio discrimination ability can also be used for testing reading ability since both are regarded as passive or receptive activities.

APPENDIX G

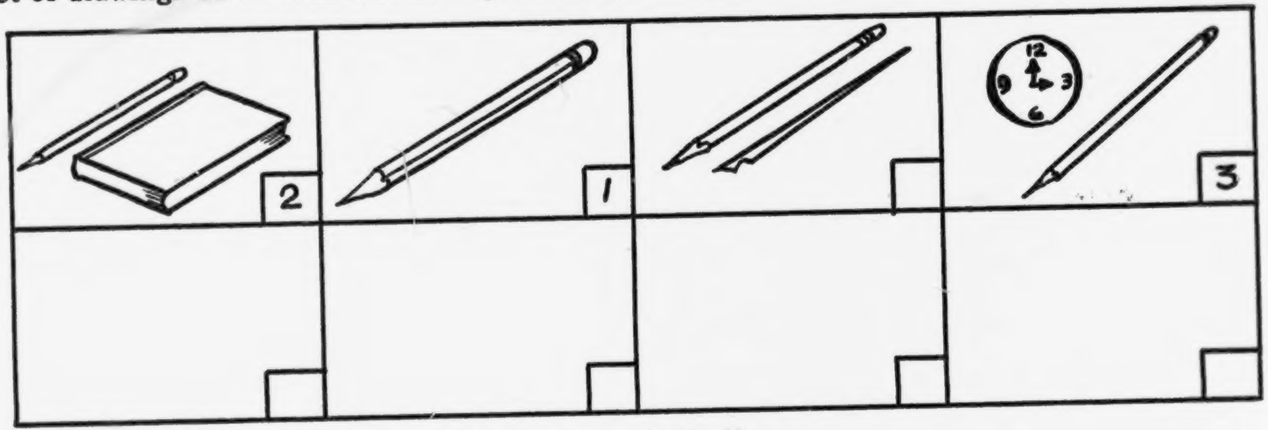
a. Student has his own worksheet with graphic presentations, hears description and selects the picture he thinks appropriate.



b. Student sees pictures in central location and works on a pre-prepared answer sheet.

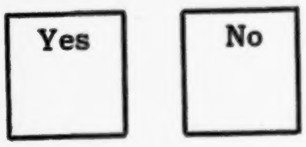
	A.	B.	C.	D.
1.		X		
2.	X			
3.		X		
4.				X

c. One set of drawings can be made to do triple duty by using three out of the four choices rather than just one:



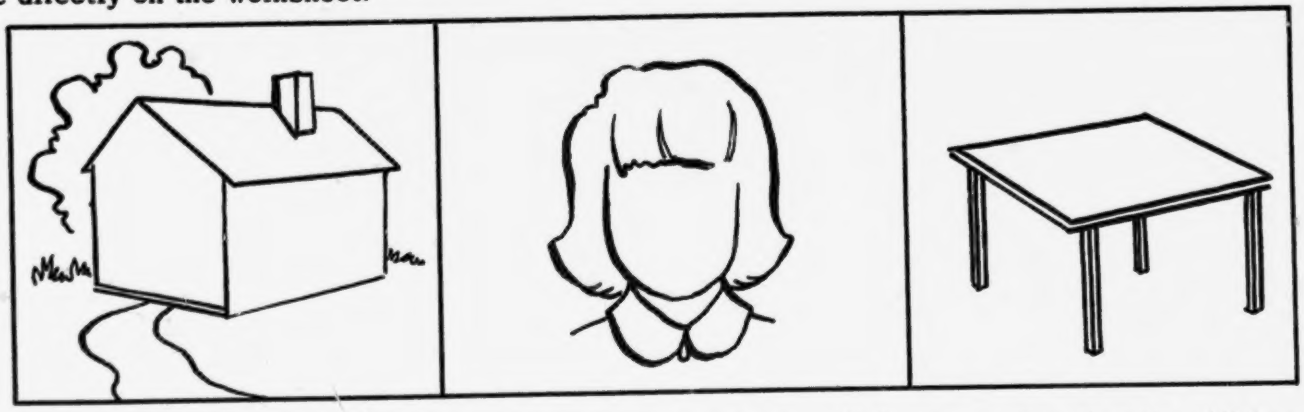
On the tape the student might hear – "1:1 Tengo un lapiz."
"1:2 Tengo un lapiz y un libro."
"1:3 Son las tres."

2. "Yes" and "No" cards. Each student is given two small cards (approximately 1 1/2 x 4 inches). On one card on both sides is printed the word in the foreign language which corresponds to "Yes" and on the other is printed the word for "No." Note: If the teacher prefers not to use the printed word at all, the cards can have a plus (+) and a minus (-) sign on them or they can be color cued–white for yes and black for no. The teacher holds up a picture with which the children are familiar and gives a descriptive statement. If the student thinks that the teacher has described the picture, he holds up his "Yes" card. If he thinks that the teacher has not described the picture, he holds up his "No" card. This type of testing is excellent for giving the teacher a quick informal overview of student audio comprehension.



3. Picture drawing (completion). Each student has a worksheet on which are rows of partially finished pictures. In the language, the teacher instructs students to draw a place setting on the table, or draw the right eye on the face, or make a door and three windows on the house. At a later level, the pictures in one row can be very similar and the student instructed to make curly hair on the picture of the girl wearing a skirt and blouse, or make straight hair and a bow on the girl carrying books home from the library, etc. The responses for this test should

be made directly on the worksheet.



4. Correct statement. Teacher *reads*[1] three or four statements about a dialogue or story that the children have studied. Only one of the statements is correct and the student is to select the correct statement and mark his answer sheet accordingly.

    Goldilocks
    a. broke baby bear's bowl
    b. broke baby bear's chair
    c. broke baby bear's bed

5. True-False. This test can be used for the purpose of testing sound discrimination or for testing facts, e.g., a Spanish-speaking child learning English might *hear* the following statements for sound discrimination:

    a. "a. I write with a pin."
    b. "b. I have ink in my pen."

    On his answer sheet he would be instructed to circle the answer that he thinks is correct, "a" or "b". [2]

1.	a	[✓ b]
2.	a	b
3.	a	b
4.	a	b

6. Logical answer. The student *hears* a question or statement and then *hears* three or four possible responses from which he is to select the most logical one, e.g.,

    Teacher: Comment allez-vous?
    a. Je vais a l'ecole
    b. Je vais bien
    c. Je vais demain

1.	a	[✓ b]	c
2.	a	b	c
3.	a	b	c
4.	a	b	c

7. Physical response. The teacher or a recorded tape gives directions which the student is to follow. This test should be administered on an individual basis. Example of simple test items would be *asseyez-vous, levantate, fermez la porte*. The student could also be instructed to move pre-determined objects, e.g., if a doll house with furniture is available and has been used in instruction, the student could be instructed in the foreign language to put the big chair in the kitchen and then move the dining room lamp to the bedroom. Teacher would check the student on pre-determined criteria, e.g., accuracy and immediacy of response.

8. Story sequence. Students are given a worksheet with several simple drawings on it depicting various parts of a short, simple story. The teacher reads the story in the foreign language and as the student listens, he places a "1" by the picture which shows what happened first in the story, and a "2" by the picture which shows what happened next, etc. For example: Helen was riding her bicycle. She saw Mrs. Jones and her little boy on the way to the store. She waved to her friend, Ann, who was about to get on a bus, etc.

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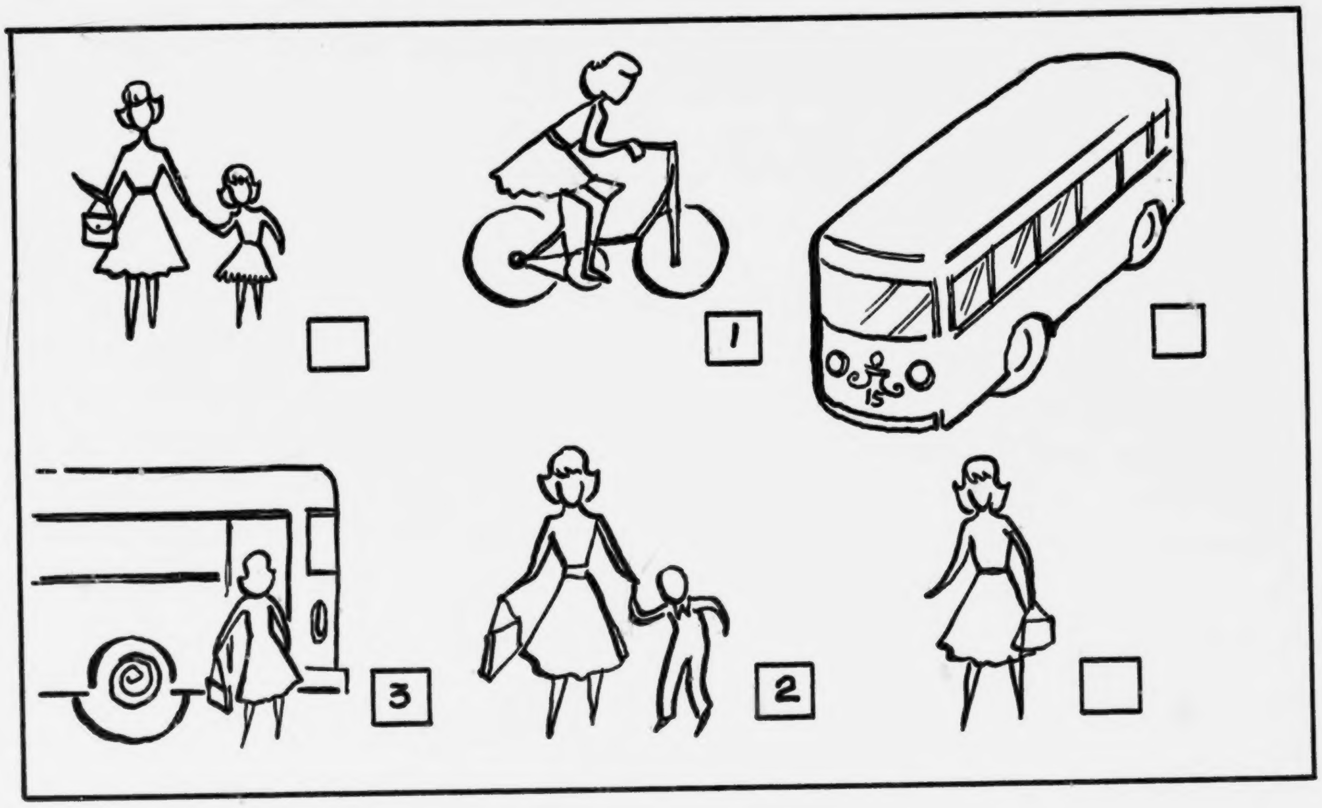
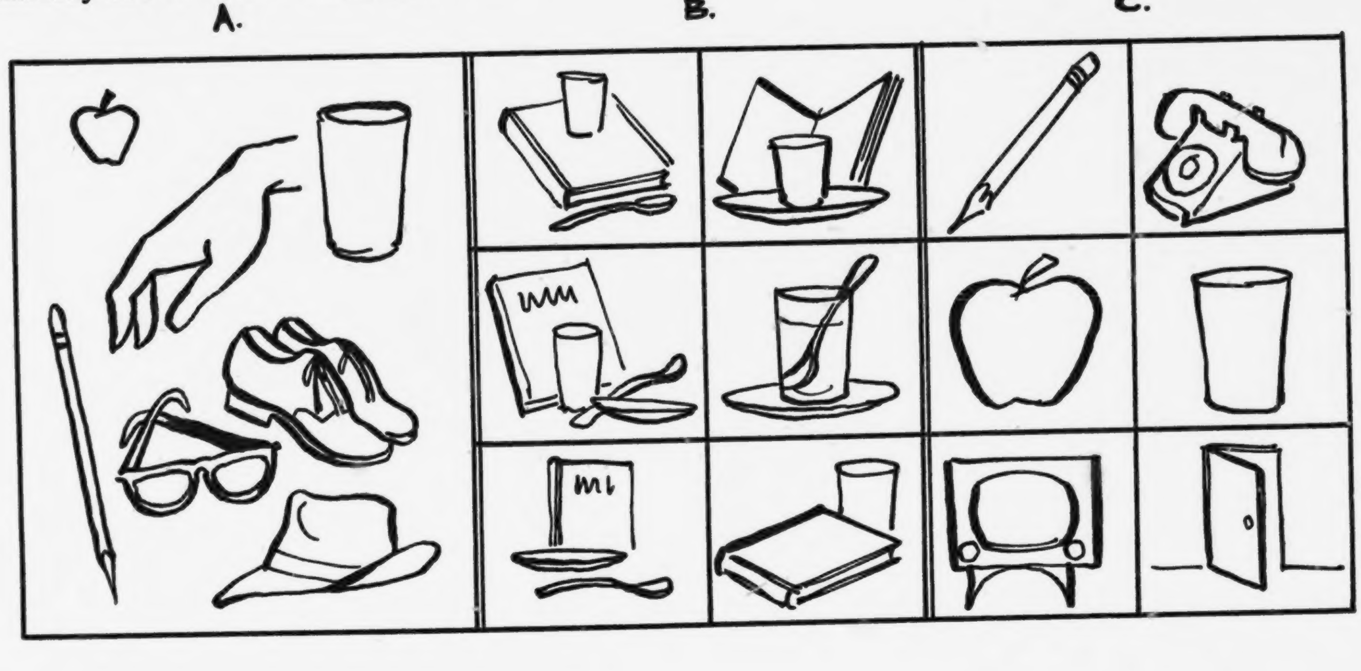
[1] In the target language.

[2] Remember, on his answer sheet there are no words, only the letters "a" and "b" because this is an audio discrimination test.

[1]



9. Matching phrase and picture. Students are given worksheets with several simple pictures on them as in "a" below. The teacher says "Number 1" and proceeds to describe one of the pictures. The student marks a number 1 by the picture that he thinks the teacher described. At a later level the same worksheet could be used by making the directions more complex, e.g., the teacher can direct the students to draw a line from the thing that he wears on his head to the thing that he wears on his feet and circle what some people use to help them see. The worksheet shown in "b" is very useful for testing the student's understanding of adverbs. He may be directed to indicate the picture showing a book behind a plate and a spoon in front of it or a glass with a spoon in it on a plate, etc. On worksheet "c" the student may be asked to indicate what a person may use to talk with or what a person may use to enter a room, etc.



Testing for Oral Facility

1. Prepared situation. The student is presented with a prepared situation in the form of a picture of a special visual section in the room, or a "Gouin series."[2] He is asked to describe the situation depicted.

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[1] *Pioneering a Spanish Program in the Elementary Grades: Handbook for Administrators*. Harr Wagner Publishing Company: San Francisco, 1962, pp. 11-12 (By permission of the publishers.)

[2] Gouin series: Student performs a series of acts and describes precisely what he is doing, e.g., I enter the room, I close the door, I walk to my desk, etc.

2. Dialogue. The teacher may give a line of a learned dialogue to which the student is expected to respond with the next line of the dialogue, etc. This test may be done in a face-to-face situation at first and then later it may be done in such a manner as not to allow the two persons conversing to see each other, as on a phone. The latter way is more difficult since much meaning comes from facial expressions and physical gestures in face-to-face conversation. This is not a free response situation but is based only on learned dialogues in Levels I and II of foreign language instruction.

3. Question response. Teacher asks a question and then shows a visual aid which the student is supposed to incorporate into his response:

   ¿Qué quieres, Juanito? *(Teacher shows picture of a hat)*
   Quiero un sombrero.

   This is still not a free response situation. The teacher structures it by the verb used in the question and by the visual aid used to indicate the desired reply.

4. Equivalency test. Teacher directs the student in English or in the foreign language to say a certain phrase:

   Teacher: Say, "It's 11:00 o'clock."
   Student: Il est onze heure.

5. Statement completion. Teacher shows a visual aid and makes a partial statement in the target language about it. The student is expected to complete the statement.

6. Unprepared talks. By Level III, the teacher can give the student several subjects from which to choose and 5 or 10 minutes in which to outline a 3 to 5 minute presentation on the topic of his choice. This test may also be carried out as a prepared talk.

7. Ortho-phonic discrimination. In a language lab situation the students may be instructed to listen to taped phrases and then to repeat them. The phrases should be designed to incorporate the sound/s and structure/s under study. Grading may also be based on intonation, inflexion, phrasing, speed, clarity, etc. Only one sound, structure, or language element should be graded in each phrase. Using the language lab to do this testing saves class time but it still takes teacher time to correct the taped responses.

Testing for Reading Comprehension

Use materials that have already been taught for testing students in Levels I and II. Record the students if possible. Be sure to check each item carefully, especially if the test is administered in the foreign language because the test items themselves can be "give-aways." Use the same techniques that are used in testing audio comprehension, since both of these skills are passive.

1. True-False. For testing silent reading, use multiple choice items or true-false. Students read a short passage and then respond to multiple choice items or true-false questions which they also read. Teacher should not read the choices to them since this is a reading test.

2. Retell the story. Student reads a short story (paragraph) in the foreign language. He is then asked to retell it in English.
   Note: This demands translation.

3. Matching. Students are given a worksheet on which there are two columns of words or phrases. The student is to match the appropriate words or phrases in column 1 with those in column 2. The lists do not need to be of the same length, i.e., there can be "extra" items to make the student more selective. The matching may be done by numbers or letters or by connecting the appropriate items in the two columns with a line.

4. Sequence. Student is given a brief passage to read and a worksheet with simple pictures showing the main events in the passage. The pictures are, however, not in the proper order. The student is to number the pictures in the proper sequence after reading the passage.

If suggestions for testing lingual facility are used to test reading comprehension, i.e., if the student reads a passage and then is asked to retell or summarize it orally in the foreign language, then lingual as well as reading facility is being tested. If he is asked to write out a summary of the passage, then writing ability is also being tested. The grade which is given should show whether one or more skills are being tested.

APPENDIX G

Testing for Writing Ability

Tests of writing ability generally include aspects of audio and/or reading skills. Many of the same devices used in testing lingual facility and some of those used in testing audio comprehension may be used in testing writing ability.

No language laboratory equipment is needed.

1. Dictation. Teacher reads a passage and the students are to listen and write what they hear. Passage should be read through once completely for total comprehension. The teacher should then go back, taking one sentence at a time and perhaps even breaking up some sentences into phrases. Read again at normal speed for final check. Teacher may also indicate the punctuation marks in the target language. Students should be timed on this test.
2. Written translation test. Students are given a passage in English to translate to the foreign language. It is, perhaps, best not to use this test in Levels I and II to avoid the tendency for word-for-word translation.
3. Controlled composition. Students are given a series of pictures, a "Gouin series,"[1] which they use as the basis of a story they are to compose. The "story" should be one with which they are well acquainted so that new vocabulary and verb forms are not needed.
4. Grammatical analysis. In French or Spanish, if testing for gender of nouns, the student would be given a worksheet with a list of sentences which include nouns but not their definite articles. The student is to write in the definite article.

   To test understanding of verb form the worksheet might say:

   "Voy a la escuela los lunes . . . y ¿Diego?"

   Student writes:
   "Diego va a la escuela los lunes."

   Tests of free composition (oral or written) are for higher levels of foreign language instruction, i.e., Level III on up.

Testing for Cultural Understanding[2]

1. Memorization. Teacher may test for memorization of basic dialogues, poems, proverbs, songs, jingles, historical facts about important personages and events, and geographical facts.
2. Identification. Students may be asked to identify in the foreign language an event or situation or person related to the culture of the country. According to the level of the student's ability, the reply requested may be one word, a phrase, or a complete description of the event. At the beginning level this test may also be done as true-false or multiple choice.

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[1] Gouin series: Student performs a series of acts and describes precisely what he is doing, e.g., I enter the room, I close the door, I walk to my desk, etc.

[2] Note: Tests given in English about the culture of a foreign country are really social studies tests and should not be taken from language time or be a part of the foreign language grade on the report card.

APPENDIX H

STUDENT EVALUATION SCALES[1]

I. For Listening-Comprehension and Speaking

CLASS: DATE: STUDENTS IN ROW # ________	Immediate response, appropriate, accurate, well-constructed, near-native speed and accent. 5	Delayed response, appropriate, well-constructed OR immediate response, well-constructed but not entirely appropriate; little American accent. 4	Delayed response, not entirely appropriate and/or not well-constructed (structure error); decided influence of student's native speech. 3	Delayed response, not or nearly not appropriate, not well-constructed; almost incomprehensible to native speaker of target language. 2	Delayed response and/or not appropriate, incomprehensible to a native speaker because of construction or pronunciation; yet indicates comprehension. 1	No response at all or one so incomplete or so incomprehensible that no indication is given of comprehension. 0

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[1] *Guidelines for Foreign Language Programs*. Foreign Language Association for Santa Clara County, Santa Clara County Schools Office, San Jose, California, (1965), pp. 64–66.

2. For Pronunciation

CLASS: DATE: Marks to be used: + Superior (near native) o Average (American accent) - Poor (incomprehensible) STUDENTS IN ROW # ________	General pronunciation	Cadence	Intonation	Phrasing	Liaison	Speed	Clarity	Sound, e.g., r	Sound, e.g., explosives	Sound, e.g., French u	Sound, e.g., Spanish int. and final d	Sound, e.g., l	Sound, e.g., Spanish fin. a, o, as, os	Sound, e.g., German umlauts	Vowels	Consonants

APPENDIX I

SUPERVISION OF THE FOREIGN LANGUAGE PROGRAM AT THE ELEMENTARY SCHOOL LEVEL

(For TV, Tape, or Disc as Media*)

Introduction:

1. Supervision necessary at four levels:
   - a. The teacher
   - b. The class
   - c. The materials and media
   - d. The procedures
2. Supervision specific at all four levels:

The teacher:

1. How is the teacher training himself?
   - a. In language courses: (1) administrator provides list of where and when language courses are given in area colleges and universities, arranging their availability by extension, where necessary; (2) administrator encourages Board of Trustees to grant salary increment credit for beginning courses in foreign language for the teacher new to the teaching of a foreign language.
   - b. In methodology courses: (1) administrator provides list of where and when such courses are given; (2) he encourages attendance at workshops; (3) he encourages Board to grant salary increment credit (one unit for fifteen hours) for participation in workshops; (4) he encourages participation in NDEA summer institutes; (5) he requests written one-page reports of workshops in order to assure active participation (note-taking, etc.)
   - c. By teacher's learning with his own class: (1) does he use the discs or tapes for *advance* practice? (2) does he practice *with* the TV, tape, or disc lesson during class presentation?
   - d. By teacher's doing professional "handbook reading."
2. What is the teacher's attitude toward language?
   - a. Does he understand why a second language? (1) to learn the culture; (2) to learn another psychology; (3) to help the child prepare for the 21st-Century world of business, travel, and communication.
   - b. Does he understand the values of learning a language at an early age? (1) the flexibility of the palate, and the mouth muscles; (2) the neurological preparedness; (3) the motivation.
   - c. Does he feel the responsibility to language as a *serious* part of the curriculum? (1) awareness of structures (grammatical patterns) and not just games and songs; (2) responsibility for completing the lessons scheduled for the year, for articulation purposes.
3. What is the teacher's aptitude for and knowledge of the use of the TV, the tape recorder, the phonograph, as machines?
   - a. Does he know how to use the TV set or the tape recorder? (1) warm-up period for the instrument; (2) right location and position for best TV reception or tape recorder listening; (3) care and cleanliness of the instrument.
   - b. Does he orient the class to the educative use of the TV or tape recorder? (1) as a teacher's serious helper; (2) as an instrument to help provide the correct pronounciation and characteristic gestures accompanying the language; (3) as a means (TV) to watch mouth movements closely.
   - c. Does he warm up the phonograph for disc use? Are his discs clean? Does he use the discs for oral drill and for class advance-listening (sound saturation)?

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*Prepared by Ruth Parlé Craig, NDEA Consultant for *Guidelines for Foreign Language Programs* (1965), Foreign Language Association for Santa Clara County, Santa Clara County School Department, San Jose, California, pp. 19-23.

APPENDIX I

The class:

1. What is its learning attitude?
    a. Is it oriented to the need for and the use of TV or tapes or discs as educative instruments?
    b. Is it oriented to the needs for and the advantages of language learning?
    c. Is it prepared to recognize the learning activity as a *bona fide* part of the school day?
    d. Is it oriented to understand that if the teacher does not know the language, he will be learning *with* the class and they will be helping each other.
2. How is the class participating in the learning activity?
    a. Are eyes on the TV program? Are students listening attentively to TV lesson, to tapes, to discs?
    b. Is there an eye-to-mouth watching relationship on everybody's part? Is the class moving physically in the seats in order to watch the moving teacher?
    c. Is the class enthusiastic? Is the teacher enthusiastic and fast-paced? (see *Procedures*)

The Materials and Media:

1. The TV lesson or the taped lesson:
    a. Does the teacher have *good* machines: good picture for TV, good sound for TV and tapes? Are the machines kept in good repair?
    b. Does the teacher have the manuals and basic texts provided for the TV lesson or the taped lesson? Is he using them in class?
    c. Does the teacher use discs and tapes accompanying the lessons for his own learning and review in advance?
    d. Does the teacher use the discs in class to reinforce new materials, to drill, to initiate the lesson well in advance of TV presentation for ear awareness of language rhythm (as one would listen to a piece of music)?
2. Other materials:
    a. Is the teacher using *principally* the TV materials, or the basic taped materials, using other materials only as secondary enrichment?
    b. Is the teacher using the core materials and drills with variety a large percentage of the class time?
    c. Is the teacher using stick-men drawings and other *quickly* executed charts to illustrate meaning and to do pattern drills?
    d. Is the teacher using review drills, language songs for warm-up and for end-of-lesson "send-off?"
    e. Is the teacher occasionally using the oral presentation of a story recording for listening experience (rhythm of a language, culture)? Is he teaching an occasional poem or verse?

Procedures:

1. On TV or taped lesson day:
    a. Has the teacher prepared lesson plans which indicate drills–*materials* and *techniques* for the presentation?
    b. Is the class given a rapid warm-up with familiar material? Is the recitation warm-up conducted by choral and by individual drill, by drills of rows, groups, chain, scattered individuals?
    c. Does the teacher refrain from wasting class time–on TV or tape day, or on any other–by telling the class "what we are going to do now, next, etc." Does the teacher simply go from one activity to the next without too much loss of time in explanation of "what we're going to do next"?
    d. However, does the teacher explain what the TV lesson or the tape lesson will present so that students will have learning readiness with the machine-material?
    e. Does the teacher drill *with* the class, as a participant, *during* the TV or tape lessons?

f. Does the teacher stand near the machine during the TV presentation, in order to guide the class in participation, and to build an equating of the TV image with his own? Does the teacher move about the class in active participation with the class as the tape-recorder presents the tape lesson?

2. Follow-up:

   a. During the follow-up to machine presentation and on other days, does the teacher circulate in class, (1) so that he can build a close oral rapport with each student; (2) so that he can hear individual differences; (3) so that he can provide closer mouthing image to each student; (4) so that he can discover needs for remedial drill, remembering that he can hear and distinguish sound differences in foreign language though he may not be able to reproduce near-native sounds himself?

   b. Does the teacher change his presentation pace by changing from one activity to another frequently and quickly because of the tensions built by language drilling? Does he have a variety of activities?

   c. Does the teacher avoid long drills?

   d. Does the teacher speak clearly?

   e. Does he speak with good volume? Does he try to approximate the speed of the model speakers on the tapes or discs?

   f. Does the teacher show liveliness of voice and gesture, and enthusiasm of tone and manner? Does he know that *enthsiasm is contagious?*

   g. Does the teacher know that if his own accent is very American, his class should always hear the master discs or tapes first? Does he know that children imitate the first accent they hear and are usually not bothered with interference of another accent if that accent is presented *after* the initial learning experience?

   h. Does the teacher use stick drawings on the chalkboard and simple charts for meaning and for drilling?

   i. Does the teacher limit his use of realia, the very handling of which can waste time?

   j. Does the teacher refrain from giving the children experiences in reading and writing at the sixth, and earlier, grade?

3. Evaluation:

   a. Does the teacher tape-record the class in rotation-order, registering question-answer or stimulus-response for each student in order to evaluate pronounciation, accuracy, and appropriateness of student response?

   b. Does the teacher record the total class activity of a variety of days (by placing a microphone in back or in center of class) in order to judge his own performance and to discover specifics for improvement? Does the administrator refrain from asking to listen to this tape himself in order that the teacher may record "typical" days?

   c. Does the teacher record his own pronunciation as he repeats (away from class or school) after the discs or tapes, in order to compare and improve pronunciation?

   d. Does the teacher record grades with the same grading system he uses for other academic subjects?

The Teacher and the Administrator:

1. Foreign language in-school meetings:

   a. Does the administrator convene those teaching language for purposes of (1) discussing *common* and *current* problems; (2) sharing techniques; (3) keeping aware of pacing lessons (schedule); (4) evaluating students (comparative performances)?

   b. Does the administrator provide in-service training films such as the MLS-Center for Applied Linguistics Films (Karp, *et al*), and the Henry Lee Smith films on Language and Linguistics? (These are half-hour films. See Teaching Film Bibliography which follows this section). For teachers using Spanish TV, *Una Aventura Española*, does the administrator provide teacher viewing of the in-service training series of films? (There will be eighteen of these films, most of which will be applicable to teacher training in other programs as well. The first five are now available.)

2. Other activities:

   a. Do the teacher and administrator require that the substitute teacher restrict himself to use of discs and tapes and that he *not* present reading and writing experiences in the language?

   b. Does the administrator make periodic and frequent visits to the classroom during the language class to show: (1) that he wishes to build teacher responsibility and teacher morale; (2) that he "cares"; (3) that he is proud of what is being done well; (4) that improvement is *expected* and rewarded by professional respect? These are important aspects, particularly in the situation of a teacher who feels insecure in language teaching.

   c. Do the teacher and administrator agree that evaluation and grading are used in order to assure depth of "intent" of the course but *not* in order to weed out students from the elementary program?

   d. Do the teacher and the administrator recognize that: (1) with audio lingual techniques, beginning students do better than average; (2) performance at the beginning level is *unrelated* to IQ but depends on the attention or concentration span of the learner.

Conclusion:

The supervising administrator, though not necessarily well-versed either in the foreign language or in its audio lingual approach in methodology, should feel only confidence and *not* embarrassment, for by his training and experience he is the most able to recognize the good and the bad in any teacher in any class.

APPENDIX I

2. CRITERIA FOR EVALUATING THE INSTRUCTIONAL PROCEDURE OF THE QUALIFIED FOREIGN LANGUAGE TEACHER[1]

0. There was no opportunity to observe the activity.
1. The activity was observed infrequently and involved only a few of the pupils.
2. The activity was observed often and involved some of the pupils.
3. The activity was observed at all times and involved nearly all of the pupils.

Classroom Tasks

1. Corrects all pupil errors in pronounciation and intonation.
2. Requires pupils to respond in a loud, clear voice.
3. Assigns foreign language names to pupils.
4. Models, directs, and reinforces pupil responses.
5. Provides opportunities for pupils to use the language in meaningful situations.
6. Elicits choral, semi-choral, and individual responses.
7. Uses a variety of drills and activities in a single period.
8. Shows skill in presenting and drilling structure via pattern practice.
9. Shows skill in mimicry-memorization techniques.
10. Makes appropriate use of gestures.
11. Presents only new dialogue or new structure in a single period.
12. Makes appropriate use of analogy as a teaching device.
13. Makes effective use of role-playing.
14. Talks only to direct activities and develop listening skills.
15. Employs a variety of audio visual materials.
16. Maintains detailed lesson and unit plans.
17. Reviews learned material at appropriate intervals.
18. Makes clear and meaningful homework assignments.
19. Limits rapid entry of vocabulary until the phonology is mastered.
20. Teaches reading as a natural outgrowth of audio lingual experiences.
21. Teaches writing skills via copying, dictation, and complete exercises.
22. Evaluates language skills regularly and appropriately.
23. Insists upon a high level of performance.
24. Insures that pupils are aware of what is expected of them.
25. Possesses native or near-native mastery of the sound system.
26. Enjoys the respect of pupils and is in complete control of the classroom situation.
27. Points the instruction toward accepted linguistic and cultural goals.
28. Attempts to create a cultural "island."
29. Uses English only when the situation requires it.
30. Requires participation of all pupils.
31. Maintains a lively pace of instruction.
32. Insures that comprehension accompany pupil responses.
33. Places appropriate emphasis on each of the four language skills.
34. Is competent to adapt a "traditional" text.
35. Devotes class time to talk "in" the language rather than "about" it.
36. Schedules remedial instruction regularly.
37. Remains standing and moves among the pupils.
38. Conducts an audio lingual pre-reading phase of instruction.
39. Delays the study of literature in the target language until pupils can profit from it.

Language Laboratory Tasks

40. Integrates class work and machine drill.
41. Uses language laboratory on a basis of short, regular periods of practice.
42. Schedules machine drill immediately following presentation.
43. Operates electro-mechanical aids proficiently.

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[1] This instrument is an outgrowth of and a supplement to the foreign language, self-survey guide used in connection with the New York State Education Department's Cooperative Review Service and is designed to reflect the audio lingual approach to the teaching of modern foreign language.

44. Monitors pupil responses.
45. Corrects errors committed in lab (electronically or informally).

Professional Activities

46. Attends NDEA or State Foreign Language Institutes.
47. Attends MLA, etc., Conferences.
48. Joins professional associations.
49. Reads the professional literature.
50. Continues to improve competencies via course work, workshops, or other types of in-service training.

(These professional activities are not publicly observable; they are included in the interest of wider applicability.)

APPENDIX J

ROLES OF PERSONS CONCERNED WITH FOREIGN LANGUAGE INSTRUCTION

	ELEMENTARY SCHOOLS				SECONDARY SCHOOLS		
	Regular Classroom Teacher	Special Traveling Teacher	Coordinator, Consultant, or Supvr. of F-L Instruction	Administrator and Counselor	Foreign Language Teacher	Coordinator, Consultant, or Supvr. of F-L Instruction	Administrator and Counselor
Build enthusiasm and self-confidence in the children.	X	X	X	X	X	X	X
Assist in selection of instructional materials suitable for the grade level(s) involved.	X	X	X	X	X	X	
Set realistic objectives for the foreign language program.	X	X	X	X	X	X	X
State objectives in behavioral terms.[1]	X	X	X	X	X	X	X
Assist in vertical and horizontal articulation of the program.	X	X	X	X	X	X	X
Assist in establishing the administrative details for the language program, e.g., number of sessions/week, length of instructional period, time of day.	X	X	X	X	X	X	X
Be prepared to meet regularly with personnel from other grade levels to work together to bring about a well-articulated program of foreign language instruction.	X	X	X	X	X	X	X
Be conversant with the course of study used in preceding and succeeding grade levels.	X	X	X	X	X	X	X
Maintain a flexible attitude toward scope and sequence of foreign language instruction.	X	X	X	X	X	X	X
Encourage the district to recognize course work taken by teachers and their attendance at a foreign language workshop series as professional growth.	X	X	X	X	X	X	X
Continuously up-grade his knowledge of his subject and of his teaching methods in order to keep pace with the rapid changes now occurring,							
a. attend foreign language institutes	X	X	X		X	X	
b. be an active member of appropriate foreign language organizations	X	X	X		X	X	
c. receive training in the use of electronic aids	X	X	X		X	X	
d. experiment with new techniques	X	X	X		X	X	
e. read appropriate foreign language publications	X	X	X	X	X	X	X
f. travel and study in foreign countries	X	X	X		X	X	
g. attend foreign language conferences	X	X	X	X	X	X	X

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[1] For example, state the objective in such a way that the wording shows how you will evaluate success in achieving the objective, what behavior you will expect to observe on the part of the student that will prove that the objective is being achieved.

APPENDIX J

	ELEMENTARY SCHOOLS				SECONDARY SCHOOLS		
	Regular Classroom Teacher	Special Traveling Teacher	Coordinator, Consultant, or Supvr. of F-L Instruction	Administrator and Counselor	Foreign Language Teacher	Coordinator, Consultant, or Supvr. of F-L Instruction	Administrator and Counselor
Continuously evaluate the foreign language program in terms of the needs, abilities, and prior foreign language training of the students.	X	X	X	X	X	X	X
Have an understanding of the target language.	X	X	X		X	X	
Participate in an in-service program in the language being taught.	X	X	X	X[1]	X	X	
Plan for and carry on a continuous in-service program for all teachers interested, especially those engaged in foreign language teaching.			X	X		X	X
Supervise the teachers as often as necessary in order to determine the sources of difficulty and to offer assistance.			X	X		X	X
Guide the classroom teacher in preparing daily lesson plans and follow-up material, preparing and/or selecting teaching aids, suggesting teaching techniques, using teaching machines, etc.		X	X			X	
If available, make use of the services of the traveling foreign language teacher and/or supervisor and follow his guidance.	X		X		X	X	
Follow very closely the materials given in the teacher's guide.	X	X			X		
Serve as a model for the classroom teacher.		X	X[2]			X	
Give demonstration lessons when needed.		X	X			X	
Remain in the classroom and attend to the lesson if a traveling teacher is giving the foreign language instruction.	X						
When assigning staff, be sure that the teacher fulfills the basic qualifications for this specialized instruction.			X	X		X	X
Facilitate intra- and/or inter-district visitation of foreign language teachers.			X	X		X	X
Help to create a cultural island in the classroom through the use of the target language as much as possible (realia, etc.)	X	X	X		X	X	
Maintain student record of instruction in foreign language.							
a. adopt form appropriate for inclusion in cumulative folder (See Appendix K:1)				X		X	X
b. keep running record of classroom performance	X	X			X		

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[1] Desirable so that he may understand and evaluate both the teacher and the program.

[2] If fluent in the language(s) taught.

APPENDIX K:1

FOREIGN LANGUAGE STUDENT RECORD FORMS[1]

Note:
1. Definitions of levels (see left-hand column) should be determined by each school district in accordance with its own foreign language program.
2. Figures given as percentages of time devoted to the various skills, e.g., "listening, 60%" are purely arbitrary. They should be changed according to the division of time as decided upon in each school district.
3. The percentage figures (see 2 above) represent total foreign language experience including homework, not just the amount of classroom instructional work.

I. SAMPLE–FOREIGN LANGUAGE CUMULATIVE REPORT FORM

______ Student's Name

______ Language

______ School

19__-19__ (from - to)

______ District

LEVEL OF INST.	BASIS OF PROGRAM	GRADE IN SCHOOL	IST SEMESTER							2ND SEMESTER					PLACEMENT TEST/S USED
			No. Min F-L Inst. p/day	No. Days F-L Inst. p/week	Listening	Speaking	Reading	Writing	Related Work	Listening	Speaking	Reading	Writing	Related Work	
I	A. Television ______ Name of Program No. of lessons viewed ______	3	15	5	60	40	0	0		60	40	0	0		Test ______ Score ______ Suggested grade placement ______
					B	C	▨	▨	A	B	B	▨	▨	A	
	B. District-prepared material No. of lessons completed ______	4	15	5	50	50	0	0		50	50	0	0		
							▨	▨				▨	▨		
	C. Commercial Material Title ______ Source ______ No. of lessons completed ______	5	20	5	40	60	0	0		30	40	20	10		
							▨	▨							
	D. Supplementary Material ______	6	25	5	20	50	20	10		20	50	20	10		
II	A. Basic ______	7	45	5	20	50	20	10		20	50	20	10		Test Score Sug. grd. place.
	B. Supplementary ______	8			15	40	25	20		15	40	25	20		
III	A. Basic ______ B. Supplementary ______	9	50	5	15	40	25	20		15	40	25	20		Test Score ______ Suggested grade placement ______
IV	A. Basic ______ B. Supplementary ______	10			15	25	35	25		15	25	35	25		
V	A. Basic ______ B. Supplementary ______	11			15	25	35	25		15	25	35	25		
VI	A. Basic ______ B. Supplementary ______	12			10	25	40	25		10	25	40	25		

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[1] See Brooks, Nelson. *Language and Language Learning: Theory and Practice.* Harcourt, Brace and World, (1964). Defines levels of learning.

APPENDIX K:2

2. SUGGESTED REGISTRATION INFORMATION REGARDING ENROLLMENT OF STUDENTS IN FOREIGN LANGUAGE CLASSES

To: The Registrar and Counselors

From: The Foreign Language Department Head

Re: Registration of Foreign Language Students for Next Year

The following students should not be enrolled next year in:

French II (second year)	José Sanchez Adolf Goebbels Olga Borscht Chew Gum
French III	Brigitte Bardol Takumi Morigawa John Doe Jane Smith
French IV	Ralph Dodge Frank Ford Mercedes Benz Stuart D. Baker
German II	Frank Lee Ernest Lee Addie Nauer
German III	Casper Milquetoast Simon Pure Tanya Brown Helen Highwater
German IV	Oscar Zilch Mae Oui John Darm
Spanish II	Audie Lingual Reed N. Wright

etc.

APPENDIX K:3

3. INDIVIDUAL STUDENT FOREIGN LANGUAGE STUDY REPORT FORM

February 19, 1966

To: The High School Foreign Language Teacher

The following pupil plans to attend Lincoln High School:

Student's name ______________________________

Elementary school attended ______________________________

Name of language studied ______________________________

Number of periods per week ______________________________

Length of time studied ______________________________

Program used ______________________________
(name of text)

This student should be placed in the ________ year (or level) of ____________________.
(name of language)

Signed ______________________________
Elementary School Foreign Language Teacher

APPENDIX L

FORM LETTERS FOR RELATING THE FOREIGN LANGUAGE PROGRAM TO THE PUBLIC[1]

I. Plan for Introductory Letter to Parents

____________________ School
____________________ California
____________________ Date

Dear Parents:

We are planning to introduce your child to a second language. We have chosen ____________________ as the language to be taught because of ____ ____ ____.

Classroom (French, German, etc.) lessons will also assist children who already speak this language in perfecting their ____________________ and in increasing their understanding of English.

In the past years, a second language was considered an elective subject in high school. Some junior high schools also have included a language (usually elective). Teaching a second language is now required by the California State Legislature. The law states that this instruction should begin no later than the sixth grade.

Your child will be taught by the audio lingual method. This means that students will learn ____________________ first, by listening, then speaking, then reading, and finally writing. We shall need your cooperation in not permitting your child to see, read or write ____________________ until he has mastered the materials orally in school.

Soon we hope to have you visit our classroom in order to learn how we study ____________________.

WATCH FOR THE INVITATION!

Sincerely,

____
Sixth Grade Teacher

____
School District

---

[1] Taken from Guidelines to the Teaching of Foreign Language. Yuba County, (1964), 28-36.

APPENDIX L

2. Plan for Newspaper Release

New ______________ Classes

__________________________ is now being taught to all students in the ____________ (City) ______________ public schools, Superintendent ____________________ announced today. ______________________ meets the California State law requirement that sixth grade students study a foreign language.

The program will extend to the seventh grade next year, Mr. ____________________ added. The main objective of the language study is to equip American boys and girls as far as possible with a second language to meet conditions in the changing world. The study of other languages will reinforce world understanding.

Teachers are using the audio lingual approach of learning, a relatively recent development in foreign language teaching, the superintendent explained. By this method, children follow the natural way of learning by hearing the foreign language expressions, then saying them, and much later in the sequence, reading and writing them. Aiding the teachers will be tapes and recordings which are made by native speakers.

Upon reaching the seventh and eighth grades, students will have an opportunity to read and write the foreign language. At this time, more emphasis will be placed on these approaches to language learning. With the audio lingual method of teaching, pupils at early stages in language will not be required to study "homework," as in other subjects, Superintendent ____________________ commented.

Early in the year, ______________ plans "open house" for parents to see how their children are learning. In fact, the parents will have the opportunity to examine the tools of instruction.

Foreign language instruction in California is based on the idea that the earlier the boys and girls start to learn a language, the better they learn correct pronunciation and the more easily they learn the pattern of speech.

__________________________ is not the only foreign language that may be taught in the elementary grades. If qualified teachers of other languages are available and if the opportunity to continue the study of those languages in later grades may be assured, then those languages will also suffice to meet the requirements of the law.

(This is a sample news release, totally devoid of opinion on the part of the writer, with a presentation of facts only. More could be added to the story if needed, or some could be subtracted without changing the message of the story.)

3. Plan for Parents' Night

______________________ School

______________________ Date

____
(Sixth Grade Classroom)

Date: (This meeting should take place in late September or early October in order to explain the audio lingual approach and to encourage parents' cooperation concerning no homework and no reading or writing of foreign language in the early stages of learning.)

Preparation:

Room environment: Arrange interest centers that support the language taught, e.g.,

Social Studies Center:

- Bulletin board
- Pictures of the country being studied (captions might be written in both __________ and English)
- Book display (stories and texts to enrich program)
- Realia (objects representative of the culture in which the language is spoken)

Music Center:

- Display appropriate musical instruments
- Song books on book rack
- Records of music

Arithmetic Center:

- Display devices for illustrations of computation of simple problems

Picture file for teaching the language:

- Commercial flash cards or charts which accompany basic texts being used
- Additional teacher-prepared cards and charts to illustrate such situations as: family living, family activities, house games, foods

Presentation:

Meet parents as they arrive. Serve coffee and ask parents to view displays as others arrive. For "background music," use a tape recording of all students in chorus and then in individual performance. Parents will thus hear their own children perform as well as understand the procedures and early results of the audio lingual method.

When most parents have arrived, ask them to be seated for an explanation of the program. Urge them to ask questions as explanations are given.

Begin explanation by recalling how languages were taught formerly by vocabularly lists, verb conjugations, grammar analysis, translations.

Explain why this talking about language and why this lack of awareness of patterns of speech does not produce linguistically talented speakers.

Because of the inadequacies of this kind of teaching, explain that newer methods have been developed, researched, revised, and are now in use.

Describe the natural sequence of the audio lingual approach; listening-comprehension, speaking, reading, writing; describe the values of this approach. (References: see the *French Guide* and the *Spanish Guide* for the State of California, as well as the California State Department of Education policy statement in *Language Instruction.* These are listed in the Teachers' Reference Bibliography at the end of this Handbook.)

Explain *why* students *do not write words*. Discuss the length of time this procedure prevails. Ask parents to cooperate with this plan by *not* writing words at home.

Explain "no homework plan" and why this is necessary.

Proceed with a beginning lesson from the basic text.

Show how the lesson is presented audio lingually by using the parents as students. When they have experienced listening and repeating, explain the uses of the tape recorder for further individualized study.

Explain that the primary need in a language program is for a continuum and that it is therefore preferable to have a sixth grade class in one language (e.g., Spanish) so that students may be assured of classes in the same language for the seventh and eighth grades, as well as for high school years. Language is a skill acquired by habit and must be continued in practice. Explain that the cost of materials and the difficulties of scheduling prevent two-track language programs in most elementary and junior high schools. Explain also that students should complete three levels of language before adding or transferring to another foreign language.

If time permits or if need exists for demonstration from the "outside," show rental film (30 minutes):

> Karp, Theodore, Patricia O'Connor and Betty Wallace Robinett. *Principles and Methods of Teaching a Second Language.* A motion picture series for teacher training, with instructor's manual and selected bibliography. Center for Applied Linguistics of the Modern Language Association, Washington, D.C., (1963), Film 5: *Modern Techniques in Language Teaching.*

4. Plan for Message to the School Board

Clerk, ______________________________ School Board:

At a board meeting soon, we should like to demonstrate how we are attempting to teach a second language to the elementary school children, starting in the sixth grade. This is the first time for most of the students to learn another language.

We would like to review our goals and to demonstrate the audio lingual approach to language learning. We shall also include short explanations of the purposes of songs and games for drill work. The presentation will also show how the flannel board, small objects, and pictures are used to build vocabulary and sentence structure.

Moreover, you would probably like to have the tape recorder and the listening post demonstrated. These instructional and motivational aids add authenticity to the foreign language program.

Would you care to conduct your next board meeting in the sixth grade classroom at ____________________ school? If the next meeting is not a convenient time, would you be willing to suggest a more appropriate time?

We shall appreciate the opportunity of presenting our foreign language program.

Sincerely,

____
Sixth Grade Teacher

____
Principal

____
Elementary School

5. Plan for Professional Group Meeting

Faculty Meeting

______________________________ School

______________________________ Date

______________________________ Meeting Place

Sixth Grade Classroom

Preparation:

Room environment: Arrange interest centers that support the language taught, e.g.,

Social Studies Center:

- Bulletin board
- Pictures of ____________ being studied; (captions might be written in both ____________ and English)
- Book display (stories and texts to enrich program)
- Realia (objects representative of the culture in which the language is spoken)

Music Center:

- Display appropriate musical instruments
- Song books on book rack
- Records of ______________ music

Arithmetic Center:

- Display devices for illustrations of computation of simple problems

Picture file for teaching the language:

- Commercial flash cards or charts which accompany basic texts being used
- Additional teacher-prepared cards and charts to illustrate such situations as: family living, family activities, house games, foods

Presentation:

Briefly review aims and purposes of learning a foreign language.

Explain the differences between the "vocabulary, grammar, translation" method and the audio lingual approach used today: listening-comprehension, speaking, reading, and writing.

APPENDIX M

SPANISH LANGUAGE ADMINISTRATION FORMS

I. Censo Sobre el Impacto Federal

Escuela ____________

Nombre del estudiante ____________ (APELLIDO) (NOMBRES) Grado ______ Sala de clase ______ Fecha de nacimiento ____________

Dirección ____________ (NUMERO Y CALLE) Teléfono ____________

INFORMACION SOBRE EMPLEO

____
PADRE–padrastro–encargado (nombre official del trabajo)

____
____
Dirección del padre, padrastro o encargado. Si es militar, especifique la base o el barco.

Agencia de empleo ____________
Número de identificación ____________
Número del edificio donde trabaja ____________

____
MADRE–madrastra–encargada

____
____
Dirección de su trabajo. Si es militar, especifique la base o el barco. Si es ama de casa, escriba ama de casa.

Agencia de empleo ____________
Número de identificación ____________
Número del edificio donde trabaja ____________

Certifico que esta información es correcta desde ____________ (FECHA)

FIRMA ____________

Apreciado padre:

Haga Vd. el favor de llenar esta tarjeta, firmarla y enviarla a la escuela con su hijo o hija. La mayoría de nuestra matrícula escolar se debe a la defensa y otras actividades gubermentales; de hecho, podemos aclamar fondos federales para ayudar a pagar los gastos que incurren nuestras escuelas.

Debido al gran número de padres que viven o trabajan en propiedad exenta de contribuciones, el gobierno federal pagará al distrito escolar. Es por eso, muy importante, el que usted llene esta tarjeta aunque no esté trabajando con el gobierno federal.

Para poder obtener la ayuda federal tenemos que tener la información pedida en esta tarjeta. Para saber el número exacto de nuestra matrícula tenemos que hacer este censo tres veces al año, dos durante el año regular y una en la sesión de verano. Si Vd. tiene alguna pregunta, llame al director escolar. Su cooperación es sinceramente apreciada.

Su seguro servidor,

____
SUPERINTENDENTE

APPENDIX M

2. Tarjeta de Matrícula

NOMBRE (APPELIDO PRIMERO)	NIÑO ☐ NIÑA ☐	**TARJETA DE MATRICULA** **del distrito escolar de**	MAESTRA	GRADO	SALON DE CLASE
DIRECCION			FECHA DE NACIMIENTO	LUGAR DE NACIMIENTO (CIUDAD Y ESTADO)	
TELEFONO	ESCUELA			FECHA EN QUE ENTRO	FECHA EN QUE SALIO
TRANSFERIDO DE: (ESCUELA, CIUDAD, ESTADO)				FECHA DE LA ULTIMA MATRICULA	
NOMBRE DEL PADRE O ENCARGADO	JEFE	DIRECCION DE SU TRABAJO		TELEFONO	
NOMBRE DE LA MADRE O ENCARGADA	JEFE	DIRECCION DE SU TRABAJO		TELEFONO	

Otros niños en la familia

NOMBRE	FECHA DE NACIMIENTO	ESCUELA	NOMBRE	FECHA DE NACIMIENTO	ESCUELA
1.			4.		
2.			5.		
3.			6.		

SI SU NIÑO SE ENFERMA Y NO PODEMOS COMUNICARNOS CON VD., DE EL NOMBRE DE OTRAS PERSONAS A QUIENES PODAMOS LLAMAR:

1. NOMBRE	DIRECCION	TELEFONO DEL HOGAR	TELEFONO DEL TRABAJO
2. NOMBRE	DIRECCION	TELEFONO DEL HOGAR	TELEFONO DEL TRABAJO
3. NOMBRE	DIRECCION	TELEFONO DEL HOGAR	TELEFONO DEL TRABAJO

EN CASO DE DESASTRE MI HIJO DEBE: PERMANACER EN LA ESCUELA ________ VENIR A LA CASA ______ VENIR A: 1. ___ 2. ___ 3. ___

Registration Card (English Translation of Tarjeta de Matrícula)

NAME (LAST, FIRST, MIDDLE)	BOY ☐ GIRL ☐	__________ **SCHOOL DISTRICT** **REGISTRATION CARD**	TEACHER	GRADE	ROOM
HOME ADDRESS			BIRTH DATE	PLACE OF BIRTH (CITY AND STATE)	
HOME PHONE	SCHOOL			DATE ENTERED	DATE LEFT
TRANSFER FROM: (SCHOOL, CITY AND STATE)				DATE LAST ENROLLED	
FATHER'S OR GUARDIAN'S NAME	EMPLOYER	BUSINESS ADDRESS		BUS. PHONE	
MOTHER'S OR GUARDIAN'S NAME	EMPLOYER	BUSINESS ADDRESS		BUS. PHONE	

Other children of family

CHILD'S NAME	BIRTHDATE	SCHOOL	CHILD'S NAME	BIRTHDATE	SCHOOL
1.			4.		
2.			5.		
3.			6.		

IN THE EVENT YOUR CHILD BECOMES ILL AND YOU CANNOT BE REACHED, IT IS ESSENTIAL THE SCHOOL HAVE SOMEONE IN THE AREA TO CONTACT. PLEASE LIST PEOPLE WITH WHOM SUCH ARRANGEMENTS HAVE BEEN MADE:

1. NAME	ADDRESS	HOME PHONE	BUS. PHONE
2. NAME	ADDRESS	HOME PHONE	BUS. PHONE
3. NAME	ADDRESS	HOME PHONE	BUS. PHONE

IN THE EVENT OF A DISASTER MY CHILD IS TO: REMAIN AT SCHOOL _______ REPORT TO HOME _______ REPORT TO: 1. ___ 2. ___ 3. ___

FOR SCHOOL USE ONLY **KINDERGARTEN AND FIRST GRADE**	DATE OF BIRTH (MONTH, DAY, YEAR) DOCUMENT ______________________ VERIFIED BY _______________ DATE _______	DATE REGISTERED SCHOOL ENTERED

APPENDIX M

3. Información de Emergencia

INFORMACION DE EMERGENCIA

En caso de enfermedad de graveded o accidente, si no pueden comunicarse conmigo les doy permiso para llamar:

Doctor ________ Dirección ________ Teléfono ________

Dentista ________ Dirección ________ Teléfono ________

Si no conseguimos a este médico podemos llamar a cualquier otro: Sí ____ No ____

Hay que tener ciertas precauciones con mi niño porque tiene:

Fiebre reumática ________ Diabetes ________
Padecimiento del corazón ________ Epilepsia ________
*Otro ________

*Si su niño tiene otros problemas de salud serios haga el favor de enumerarlos:
____
____
____

Polio – La ley del estado requiere que todos los niños estén vacunados contra el polio. Indique las vacunas que su niño ha recibido y la fecha. La ley elimina a los que por alguna razón física o de credo, no deben ser vacunados. En este caso la escuela le enviará una hoja en que usted especifique la razón.

Ninguna ____ Una ____ Dos ____ Tres ____ Exento ____ Vacuna: Salk ____
Sabin ____

________ FECHA ________ FECHA ________ FECHA

Ya verificado: ________ FECHA

Firma del padre o encargado ________
Fecha ________

English Translation of Emergency Care Information

EMERGENCY CARE INFORMATION

In the event of serious illness or accident and you cannot be reached, permission is hereby given to call:

Doctor ________ Address ________ Phone ________

Dentist ________ Address ________ Phone ________

If designated doctor or dentist is not available, call any licensed doctor. Yes ____ No ____

Observe special precautions because my child has:

Rheumatic Fever ________ Heart Condition ________
Diabetes ________ Epilepsy ________
*Other ________

*Should your child have any special health problems of which the school should be aware, please list them. (The school nurse is available for discussing this condition.)
____
____

Poliomyelitis – State law requires all children to be immunized against poliomyelitis. Indicate which poliomyelitis immunizations your child has received and give approximate dates. The law does provide for exemption of pupils from immunization if the parents declare that such immunization is contrary to their belief or not safe due to the physical condition of the pupil. In such cases the school must provide the parents with a form to sign attesting to this fact.

None ____ One ____ Two ____ Three ____ Claim Exemption ____ Vaccine: Salk ____
Sabin ____

________ DATE ________ DATE ________ DATE

Previously verified: ________ DATE

Signature of Parent or Guardian ________
Date ________

APPENDIX M

4. Permite de Viajar

ESCUELA CARSON

____
(FECHA)

Nombre del estudiante: ____________________

Estimado padre:

¿Puedo ir con mi clase a ____________________

el día ____________________ en ____________________?
(AUTOBUS, COCHE)

Marque uno:

Sí ____

No ____

Firma ____________________
(PADRE O ENCARGADO)

Permit to Travel (English Translation of Permite de Viajar)

CARSON SCHOOL

____
(DATE)

Student's name ____________________

Dear ____________________:

May I go with my class to ____________________

on ____________________ by ____________________?

Check one:

Yes ____

No ____

Signed ____________________
(PARENT OR GUARDIAN)

APPENDIX M

5. Informe de Retención

ESCUELA CARSON

Informe de Retención

______________________________ tiene que quedarse después de clase el:
(NOMBRE DEL ESTUDIANTE)

__________ lunes

__________ martes

__________ miércoles

__________ jueves

La razón por la cual ha tenido que quedarse en la escuela es la siguiente:

__________ No terminó su trabajo en:

- ________Aritmética
- ________Lectura
- ________Deletreo
- ________Ciencia
- ________Biblioteca
- ________Música
- ________Higiene
- ________Arte
- ________Estudios sociales
- ________Otras (especifique)

Página número ________

__________ Razones de disciplina

____

El maestro (a) que pidió su retención fue:

- __________ Sr. Clark
- __________ Sr. Fordham
- __________ Sra. Gates
- __________ Srita. Goodman
- __________ Sr. Schuyler
- __________ Sr. Shehtanian
- __________ Sra. Short
- __________Sra. Holliday
- __________Sra. Russell
- __________Sra. Sanford
- __________Sra. Santos
- __________Sra. Smith
- __________ __________

A LOS PADRES:

Haga Vd. el favor de marcar la responsabilidad que asume, firme y envie esta carta a la escuela.

________ Iré a recoger al niño.

________Asumo la responsabilidad en vista de que el niño camine a pie hasta su casa.

____
(FIRMA DEL PADRE O DE LA MADRE)

APPENDIX M

Detention Notice (English Translation of Informe de Retención)

CARSON ELEMENTARY SCHOOL

Detention Form

______________________________ is to report for detention on:
(NAME OF STUDENT)

______________ Monday

______________ Tuesday

______________ Wednesday

______________ Thursday

The reason for this detention is checked below:

______________ Incomplete work in:

__________ Arithmetic
__________ Reading
__________ Spelling
__________ Science
__________ Library
__________ Music
__________ Health
__________ Art
__________ Social Studies
__________ Other (specify)

Page No. ________

______________ Disciplinary Reasons

____

Teacher assigning detention:

______________ Mr. Clark
______________ Mr. Fordham
______________ Mrs. Gates
______________ Miss Goodman
______________ Mr. Schyler
______________ Mr. Shehtanian
______________ Mrs. Short
______________ Mrs. Holliday
______________ Mrs. Russell
______________ Mrs. Sanford
______________ Mrs. Santos
______________ Mrs. Smith

TO PARENTS:

Please check below, sign and return this letter.

__________ I will supply transportation for my child.

__________ I will assume responsibility for my child walking home.

____
(SIGNATURE OF PARENT)

Detention teacher please initial here to indicate that the above child was present as indicated. Return this form to the originating teacher.

APPENDIX M

6. Informe Del Prestado De Dinero Para El Almuerzo

ESCUELA CARSON

____
NOMBRE

tomó prestados ____________ para el almuerzo, de la oficina escolar, el día ____________. Podría hacer el favor de enviarlos, a la oficina mañana.

Gracias.

Sala de clase número ________.

(English Translation of Loan of Lunch Money)

CARSON SCHOOL

____
NAME

borrowed ____________ lunch money from the office on ____________. Would you please have him/her return this amount to the office tomorrow?

Thank you.

Room ________

7. Verificación de Ausencia

ESCUELA CARSON

______________________________ estuvo ausente el día ________________
(NOMBRE DEL ESTUDIANTE) (FECHA)

La ley nos requiere que verifiquemos cada ausencia. Haga Vd. el favor de llevar esta hoja con la información necesaria y mándela a la escuela.

La ausencia se debió a ______________________________
(ESPECIFIQUE LA ENFERMEDAD O EL MOTIVO)

____
(FIRMA DEL PADRE)

Gracias.

____
(FIRMA DE LA MAESTRA)

English Translation of Absence Excuse Request

CARSON SCHOOL

______________________________ was absent on ________________
(STUDENT'S NAME) (DATE)

We are required by state law to verify each absence. Please fill in the necessary information and return to the school.

Absence was due to ______________________________
(IF ILL, PLEASE SPECIFY NATURE OF ILLNESS)

____
(PARENT'S SIGNATURE)

Thank you.

____
(TEACHER'S SIGNATURE)

APPENDIX N

IN-SERVICE TEACHER TRAINING FILMS*

The following films explain and demonstrate very well the audio lingual techniques in the teaching of foreign languages. Even though some are specified by language, the films present techniques applicable to the teaching of any modern language. They are half-hour fims, black-and-white, 16 mm sound, available usually at approximately $6.00 per film rental.

I. Films not Oriented to a Specific Material

1. Karp, Theodore, Patricia O'Connor, and Betty Wallace Robinett. *Principles and Methods of Teaching a Second Language.* Center for Applied Linguistics of the Modern Language Association, Washington, D.C. (1963). A motion picture series for teacher training, with instructor's manual and selected bibliography.

   The series is designed to instruct teachers in the application of modern principles of linguistics to the teaching of a second language.

   Each film in the series of five is 16 mm sound, black-and-white, with running time approximately 32 minutes.

   Film 1: *The Nature of Language and How it is Learned.* The natural sequence of listening, speaking, reading, and writing.

   Film 2: *The Sounds of Language.* Intonation, rhythms, stresses, sounds.

   Film 3: *The Organization of Language.* Forms and arrangement as a convention.

   Film 4: *Words and Their Meanings.* Meaning by structure and cultural attitudes.

   Film 5: *Modern Techniques in Language Teaching.* Summary of techniques.

2. Smith, Henry Lee, Jr. *Language and Linguistics.* University of Buffalo for the National Educational Television and Radio Center, New York.

   The series is designed to instruct teachers in the principles of linguistics from the behavioral, descriptive, and historical points of view.

   Each film in the series of thirteen is 16 mm sound, black-and-white, with running time 30 minutes.

   Of the thirteen films, only those directly applicable to foreign languages are listed:

   Introduction. Definition of language; relationship of language to our thinking; relationship between language, paralanguage, and kinesics.

   Language and Writing. Logic of language; concept that language symbolizes experience and writing symbolizes language; relationship between written and spoken language using vowels, intonation patterns, and distribution patterns.

   A Definition of Language. Relationship between language and culture; relative age, quality, and difficulty of languages; language patterns and their effect on the learning of a language.

   The Linguistic Approach to Language Learning. The "correctness" of language; importance of grammar "rules"; differences between literary and spoken language; the effect of the four stresses on the learning of a foreign language.

   The Sounds of Language. Analysis, classification of sounds; phonetics and phonemics; the organs of speech.

   Linguistics Science and the Teaching of Reading. Purpose and nature of reading; linguistic approach to teaching and to improving reading abilities; deficiencies and strengths of phonic and word methods.

   Language and Meaning. Definition of meaning; importance of structure to meaning; relationships of paralanguage and kinesics to language and meaning; linguistics and psychology.

   Grammar: Part I. Structure, patterning and classification of words by base, vowels, and stress patterns; nouns, verbs, and pronouns.

---

*Prepared by Ruth Parlé Craig

Grammar: Part II. Identification of adjectives, adverbs and prepositions by structure rather than by meaning; structure of phrases and sentences.

History of the Indo-European Language Family. Relationships of languages; laws of language development; stresses predictability and patterning in language structure.

3. The 3M Company. *Taking the Mystery Out of the Language Laboratory: An Audio-Visual Discussion Course for the Professional Language Teacher.* The 3M Company, Magnetic Products Division, St. Paul, Minnesota, (1963).

   This is a series of three filmstrips with three accompanying manuals and three half-hour tapes; particularly strong on techniques for pattern drills.

2. Films Oriented to a Specific Material but Useful to All Foreign Language Teachers:

1. Harcourt, Brace and World, Inc. *Audio-Visual Techniques for Teaching Spanish, Parts 1 and 2.* New York.
2. Heath de Rochemont. *Una Aventura Espanola: In-Service Teacher Training.* Pasadena City Schools, Pasadena, California, (1965-1966). A series of eighteen half-hour films, with tentative title, the first five of which are available September, 1965.
3. Holt, Rinehart and Winston, Inc. *The Two O'Clock Class.* New York.
4. Presta, Peter S., Project Director. *Español Para Maestros.* KQED Instructional Television Service, (1963), San Francisco, California. A series of half-hour kinescopes which present not only basic materials but techniques and pronounciation for teachers.

3. Films Concerning the Teaching of English as a Second Language:

1. *Starting English Early.* Filmed 1966. Contact: Miss Evelyn Lane, Academic Communications Facility, Royce Hall, University of California at Los Angeles, West Los Angeles. 3 day rental $25; purchase $275.

APPENDIX O

SOURCES OF FINANCIAL SUPPORT FOR FOREIGN LANGUAGE DEVELOPMENT PROJECTS IN THE SCHOOLS

There are in the U. S. Office of Education at least four different possible sources of Federal financial assistance for special programs and projects designed to increase and improve the teaching and learning of foreign languages in the schools and colleges, from the pre-school kindergarten through the university graduate school. For lack of space the following brief descriptions of the supporting agencies are necessarily incomplete and do not include all of the criteria that must be met by applicants for the assistance. It should be borne in mind too that the suggested models given here would probably be eligible for consideration if properly presented in formal proposals or applications, but that there is no implication that such proposals would necessarily be approved, nor should it be inferred that the agencies referred to are seeking or wish to support projects of this kind.

The Supporting Agencies:

1. The Cooperative Research Program (CRP), an extramural program of the Office of Education, receives proposals from and makes grants to universities, colleges and other public or private agencies, institutions, and organizations; and to individuals for research, surveys, and demonstrations in the field of education. There are also, in some cases, contracts and jointly financed cooperative arrangements. In broad terms, the purposes of the program are to develop new knowledge about major educational problems, and to devise new applications of existing knowledge for solving problems. Application forms and further information on the Cooperative Research Program may be secured from the U. S. Office of Education in Washington, D. C.
2. A special foreign language research program is authorized under Section 602, Title VI, of the National Defense Education Act (NDEA-VI). Under this authority the U. S. Commissioner of Education may contract with organizations (including schools, colleges, and universities) and with individuals to perform surveys, studies, research and experimentation, the preparation of teaching materials, etc., in support of the improvement of modern foreign language teaching and learning. Application forms and further information may be secured by addressing the Language Research Section, U. S. Office of Education.
3. Title III of the Elementary and Secondary Education Act of 1965 (ESEA-III) authorizes grants to local or intermediate public school agencies to support programs of supplementary educational centers and services. Two kinds of projects are authorized: the provision of vitally needed educational services not otherwise available in sufficient quantity or quality, and the development and operation of exemplary education programs to serve as models to be emulated by regular elementary and secondary schools. The emphasis is on innovative, exemplary services and programs. Projects supported under ESEA-III must provide for participation by pupils in non-profit private schools in the area. Application to the U.S. Commissioner of Education for assistance under ESEA-III may be made only by local and intermediate public educational agencies (with the latter term understood to include in most cases the public lab schools of public universities) but persons broadly representative of the other cultural resources of the community must be involved in the planning and operation of the projects. Grants under ESEA-III cover all expenses of approved projects, including personnel, materials, equipment, and when necessary, construction. Applications may be made for support of the planning of a project, for support of a pilot project, or for support of the operation of a project which is beyond the planning and experimental stages. Application forms and instructions may be secured from state departments of education.
4. Title I of the Elementary and Secondary Education Act of 1965 (ESEA-I) provides for financial assistance to local public educational agencies serving areas with concentrations of children from low-income families, for the purpose of expanding and improving their educational programs in ways which contribute particularly to meeting the special educational needs of educationally deprived children, both in the public and in the non-profit private schools. Applications for assistance under ESEA-I are made to the state department of education by local educational agencies only. Forms and instructions may be secured from state departments of education.

It is quite possible that a single foreign language development project might be supported in complementary fashion by two or more of the above agencies or others that provide other kinds of Federal financial assistance to education. For example, a project's requirements might include basic research, classroom equipment, textbooks, the production of some specialized instructional materials, and the services of teachers for classroom demonstration work. The support could be divided as follows:

The basic research	CRP
The classroom equipment	NDEA-Title III
The textbooks	ESEA-Title II
The specialized materials	NDEA-Title VI
The teachers	ESEA-Title III

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This over-complicated example is included here merely to show the immense range of these assistance programs when they are combined complementally.

The determination as to which one or which combination of the agencies would be the most appropriate sponsor for any one of the models described below can be made only after a thorough examination of a specific proposal. In any case it is always well to seek guidance from the sponsoring agency and submit proposals first in tentative draft form.

Suggested Services and Activities:

(The first three projects listed here are not concerned with foreign language development. They are included here as spurs to the imagination.)

1. Studio centers might provide for gifted children to meet and, under expert guidance, develop their talents in the plastic arts. Such centers would have facilities and equipment for productive work in drawing, painting, lithography, sculpture, ceramics, etc. The centers might provide for after-school, week-ends, and summer work, or might be coordinated with the regular art classes of one school or a number of cooperating schools. The center could be established in connection with a museum, and might include artists in residence, exhibits, and sales of the work produced.

2. A supplementary center for all the performing arts, especially drama, the dance, and music, could be developed under Title III. This would call for space and control of that space, thus necessitating a permanent staff in addition to high quality teaching personnel. The center might have its own stage and auditorium for dance, music, and theatrical performances. The buildings could be operated on a full-day basis to serve school children, say, from 8:00 until 5:30, and adults continuing their education from 6:00 until 11:00 p.m. The teaching staff might well include a choral director, teachers of various instruments, drama and dance teachers, and perhaps a composer or a playwright in residence. The instruments, costumes, supplies, etc., as well as the instruction, might be provided under Title III.

3. In many communities there are large groups of children and adults who speak a language other than English. Exemplary school programs might be organized under ESEA-Title 888 to develop this potential asset by making the children strongly literate in their mother tongue. This involves using the language during a small portion of the school day throughout a child's years of schooling to reinforce instruction in all other curricular areas. A prototype of this kind of bilingual instruction is found in certain public elementary and secondary schools in Miami, Florida. Brentwood College, in New York, conducted a successful summer school in 1965, with Spanish as the medium of instruction. They used graded readers adopted for use in the schools of Puerto Rico.

4. Another possibility in the foreign language field is the complete bilingual school in which all instruction for all pupils (both the non-English mother-tongue speakers and those whose mother tongue is English) is given through the medium of two languages. This kind of bilingual education is provided now at the Coral Way Elementary School in Miami, Florida, and in the United Consolidated Independent School District, Laredo, Texas.

5. At the elementary school level there is great need of programs to demonstrate that a full level of pupil achievement (substantiated by achievement tests) in foreign language learning can be accomplished by the end of grade six. Thus, following a second level in grades seven and eight, the student would begin the third level in grade nine.

6. There might be programs to demonstrate the feasibility of teaching foreign language to monolinguals in the elementary schools not as a separate subject but by making the foreign language a medium of instruction beginning in grade one and throughout the first six years to reinforce all other regular areas of the curriculum. Such a program would correspond rather closely to the program for English mother-tongue children in the Coral Way Elementary School in Florida (see 4 above).

7. Programs could be established at the secondary school level to permit advanced students of foreign languages the opportunity to use their new language as a means to another end instead of an end in itself, by receiving instruction in, for example, geography, through the medium of the foreign tongue. If such a program were introduced as an alternative to the regular senior year French course, credit might be allowed either in geography or in French, or possibly in both geography and French. Such instruction would require teachers with native or virtually native knowledge and fluency in the foreign language, plus certification in the content field.

8. Self-instructional materials in Spanish, French, and Chinese, all for monolingual learners, and a special self-instructional course in Brazilian Portuguese for native speakers or advanced students of Spanish have been developed under contracts with the U. S. Office of Education. Also four levels of Chinese language materials for ordinary high school use, high school Arabic materials, and Japanese language materials suitable for seniors of high ability have been produced under the same auspices. The availability (still limited in some cases) of these materials now makes feasible the introduction of "non-Western" languages into the secondary school curriculum. Persons interested in exploring these possibilities should write to the Language Research Section, U. S. Office of Education, Washington, D. C. 20202.

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Other suggestions for research and development in foreign languages can be found in the following papers:

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ANNOTATED REFERENCES FOR ENGLISH AS A SECOND LANGUAGE.

A. Background and Text Materials.

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A collection of articles on various facets of teaching English as a second language, including theory and approaches; the teaching of pronunciation, grammar, vocabulary, and compositions; the language laboratory; and testing. Several articles deal with teaching English to children.

Allen, Robert L. and Virginia F. Allen. *Review Exercises for English as a Foreign Language,* New York: Thomas Y. Crowell, (1956).

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Allen, Virginia French, (editor). *On Teaching English to Speakers of Other Languages: Series I.* Champaign, Illinois: National Council of Teachers of English, (1965).

Proceedings of the first Conference on Teaching English to Speakers of Other Languages held in Tucson, Arizona, in 1964. Included are reports on special programs, key concepts and current concerns, techniques for teaching, and preparation and use of materials. Many of the papers deal with teaching English to children.

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Grammar and Vocabulary related to pictures.

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Materials prepared for the teaching of English as a second language to Spanish speaking children in the elementary grades. Also available is the film "Starting English Early"

Bumpass, Faye L. *Teaching Young Students English as a Foreign Language.* New York: American Book Company, (1963).

Discusses the advantages of introducing a foreign language early in school, the linguistic and psychological aspects of foreign language teaching in the elementary grades, teaching methods leading to aural-oral mastery of language, use of audiovisual materials, and the preparation of structured drills.

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A series of American Classics adapted for non-English speaking students, with exercises. Grades 8-12 and adults.

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Written for the classroom teacher or student preparing to become a teacher. Topics covered include presentation of English structure and types of drill, reading and writing English, spelling, and testing. Contains many practical suggestions on the presentation of materials and includes sample lessons and pictures.

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A guidebook for teachers of non-English speaking children in the elementary schools. Sections on such topics as school, home, pets, and safety are divided into discussions of objectives, planned learning experiences, reference books, teaching aids, and vocabulary.

English Language Services, Inc. *Collier-Macmillan English Readers.* New York: The Macmillan Company, (1964).

Supplementary readers graded according to word-level: 2000, 3000, and 4000; some original and some adapted. Titles include "Stories to Surprise You," "The Story of My Life" (Helen Keller), "The Virginian" (Owen Wister), "The Vanishing Lady," "Twelve Famous Americans," "Murder Now and Then," "The People Speak," "The Silver Elephant," "Cowboys in Alaska," and "The Island of Truth."

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A graded 6-year course in English as a second language for schools. Will eventually consist of 12 books (2 for each year of study) and 2 teacher's manuals with keys.

Finocchairo, Mary. *English as a Second Language: From Theory to Practice.* New York: Regents, (1964).

For use in the training of teachers, both native speakers of English and those for whom it is an acquired language. Presented mainly in non-technical language. A general chapter on the English language and language learning is followed by chapters on the curriculum, developing the language skills, materials and techniques of instruction, testing and evaluation, and a chapter on "do's" and "don'ts". Appendix contains some definitions of useful terms and a bibliography.

_____. *Teaching English as a Second Language: In Elementary and Secondary Schools.* New York: Harper and Row, Publishers, (1958).

Attempts to bring together theories in general education, in foreign language teaching, and in the teaching of English as a second language. Some attention given to applied linguistics and drill techniques, but main emphasis on the activities approach in which cultural orientation is as important an aim as language learning. Practical suggestions for teachers and supervisors.

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Short reading passages, each followed by numerous exercises. For intermediate level students.

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National Council of Teachers of English. *English For Today,* Books I-VI Series: Book V features composition writing; Book VI, literature.

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Elementary exercises on grammar, vocabulary and idioms. Also a more advanced exercise text: *Mastering American English.*

_____. *Mastering Spoken English.* (Tapes, Records, and Workbook I). New York: McGraw-Hill Book Company (1965).

Exercises, drills, and conversations. Designed for use in conjunction with Taylor's *Mastering American English.*

B. Pre-School or Primary School Materials.

Allen, Robert L. and Virginia F. Allen. *Listen and Guess.* (Tapes, Records and 3 Laboratory Books). New York: McGraw-Hill Book Company. (1965).

Word games based on question-and-answer technique for developing listening comprehension skills. Vocabulary and sentence structure controlled.

C. General References.

Bumpass, Faye L. *Let's Read Stories.* 5 vols. New York: McGraw-Hill Book Company, (1965).

A series of readers including adaptations of Irving's *Rip Van Winkle* (Book One), *A Gift from the Heart* from O. Henry (Book Two), Twain's *The Jumping Frog* and O. Henry's *The Last Leaf* (Book Three), Hawthorne's *David Swan* and Harte's *Tennessee's Partner* (Book Four), and O. Henry's *The Ransom of Red Chief* and *The Cask of Wine* from Poe (Book Five). Each lesson contains a part of a story and a section of oral practice on words and patterns, with intonation indicated. Review practice is provided after every two parts, and there is a general test on comprehension at the end of every story. Notes on the author's life, a word list, and suggestions to the teacher are included in each book.

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Designed for young children to give practice in reading and writing and oral work, with the teacher supplying the drill material. Illustrations, songs, and notes to the teacher included in each book.

California State Department of Education, Imperial County. *Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage.* 2 vols. El Centro, California, (1963-65).

Lesson plans for the two years of the pilot project in Imperial County. Plans list vocabulary, give suggestions for drills in structural patterns, and suggestions for review.

Handbook for the Teaching of Non-English Speaking Children. Abilene, Texas: Abilene Public Schools, (1961).

Designed to provide additional materials for teachers working in pre-school programs for non-English speaking children in Abilene. Contains basic word lists and several units of instruction centered around home, school, and community.

Lancaster, Louise. *Introducing English: An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils* Boston: Houghton Mifflin Company, (1966).

Designed to teach four- to six-year-old Spanish speaking students enough English to begin English reading activities. Lessons build on structures and vocabulary previously taught, with periodic review. Detailed instructions for the teacher. Coordinated enrichment activities are suggested at the end of each lesson. Anglicized respelling provided for Spanish used in the early lessons.

Linsmore, Thomas. *Welcome to English.* 3 vols. New York: Regents Press. (1963–64).

Graded series of texts on American English for Children. Direct method with teacher serving as model for pronunciation. Each lesson, supplemented by illustrations, presents both new materials and a review of previous lessons. Frequent use of "Imperative Drill" in which children match words with action. Instructions to teacher in preface and appended to lessons as needed. Use of mother tongue discouraged except to insure understanding of explanations. Appendixes include alphabetical word lists.

New York City, Board of Education, Puerto Rican Study. *Teaching English to Puerto Rican Pupils.* 4 vols. (Language Guide Series.) New York: Board of Education of the City of New York, Puerto Rican Study, (1957).

A series of textbooks designed to help New York City teachers in elementary and secondary schools meet the language problems of Puerto Rican pupils. Each book has introductory chapters on modern methods of language teaching and lists of English structural pattern classified according to their similarity to Spanish patterns. Also included is a discussion of the pronunciation problems of Spanish speaking pupils. The second part of each book is devoted to "Suggested Experiences with Related Vocabulary and Language Patterns" centered around orientation and social studies units. Each book also contains a word list.

Puerto Rico, Department of Education. *American English Series: English as a Second Language.* 2 vols. Boston: D. C. Heath and Company, (1965).

Planned originally as a revision of the *Fries American English Series* (see entry under Rojas, Pauline M., Director; Charles C. Fries, Consultant; and Staff. *Fries American English Series: For the Study of English as a Second Language*), changes in content and format make it a new series. Five more pupils' books and teachers' guides are planned, to be issued at the rate of one set a year. Book I consists of twenty units, each involving about one week of class work. Each unit contains three divisions: oral practice, followed by reading and writing of practiced items; a reading selection, usually in dialogue form; and production practice of spoken and written forms in controlled situations. Additions to this series are a unit by unit summary of linguistic content, a structural index, a classified and alphabetical vocabulary list, as well as a glossary of terms. The *Teachers' Guide* contains a reduced replica of each page of the pupils' book with instructions for teaching, intonation and stress markings for reading selections, and suggestions for teaching procedures.

_____. *English Reader Series.* 6 vols. Boston: Ginn and Company, (1963-65).

A series of three readers for upper elementary school students who have reading skills in their own language and some experience in English. Each of the units in each reader contains several "instructional level" stories and poems with controlled and graded vocabulary and structures, a "test level" story with less new material for evaluation of progress, and one or two "advanced level" stories for students beyond the basic instructional level in ability. Short exercises for each story. The stories, some original, some adapted, include a background of classics, folk-tales, and biographies from around the world. A glossary with IPA transcriptions and Spanish equivalents at the end of each book. The teachers' manuals also contain special evaluation exercises for the "test level" stories. A pre-primer and primer, each with teachers' manual, are planned for publication, June 1967.

Rahtz, Robert, gen. ed. *American English for All the World.* 4 vols. St. Louis, Missouri: Webster, (1957-60).

Beginners' texts for primary school children produced in two editions, one general and the other specifically for Catholic schools. Pictures and classroom activities used to drill children in vocabulary, formulas of politeness, and a few structural patterns. There are separate manuals for general and Catholic editions. General introduction includes aims of the texts, basic assumptions, general principles of methodology, and some attention to pronunciation, using IPA transcription. Each manual provides a lesson by lesson guide to the use of materials in the texts. (To be replaced by Wheeler's *Let's Speak English.* See entry under Wheeler, D. Gonzalez.)

Robinett, Ralph F. *et al. Miami Linguistic Readers.* Boston: D. C. Heath and Company, (1964-66).

Rojas, Pauline M., Director; Charles C. Fries, Consultant; and Staff. *Fries American English Series: For the Study of English as a Second Language.* 11 vols. Boston: D. C. Heath and Company, (1952-57).

A series of textbooks prepared by the Department of Education, Puerto Rico, for students in elementary and secondary schools. The six texts cover work from Grade 4 (age 10-14) through last year of secondary school. Five teachers' guides accompany texts. Though prepared for Puerto Ricans, may also be used elsewhere. Based on analysis of English and difficulties of Puerto Rican students. Aims for mastery of basic structures, sounds, and fundamental patterns. No language but English is used throughout texts, but use of vernacular is permitted for explanations in the accompanying teachers' books. Culture content adapted to age of student but American in orientation. Teachers' book contains reduced replica of each page of pupils' text with detailed instructions on preparation of lessons, presentation, and classroom procedures. Appendix on Pronunciation and Spelling in *Teachers' Guide to Book VI* (See entry under Puerto Rico, Department of Education. *American English Series).*

Texas Education Agency. *Preschool Instructional Program for Non-English Speaking Children* (Bulletin 642.) Austin, Texas: Texas Education Agency, (1964).

Designed as an aid to teachers in the preschool instructional program in Texas. Lists vocabulary by contexts, discusses drills, and provides sample lesson plans. Numerous songs, games, and activities suggested.

Teaching Bilingual Children. Tentative bulletin. Fresno County, California: Fresno County Project, The Educational Program for Migrant Children, 1959.

Discusses the problems involved in teaching English to Spanish-speaking children in California kindergartens and elementary schools. Includes suggestions for teaching pronunciation, basic grammatical structures, and vocabulary.

Visual-Aids American English (Charts), New York: American Book Company, (1961).

14 large wall charts for oral vocabulary practice. Scenes of home, office, city, country; with Teachers' Manual.

Wheeler, D. Gonzalez. *Let's Speak English.* 6 vols. New York: McGraw-Hill Book Company, (1966-67).

A planned revision and extension of *American English for All the World.* (See entry under *American English for All the World.)*